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TWENTY-SIXTH
ANNUAL REPORT

OF THE

BOARD OF EDUCATION,

TOGETHER WITH THE

TWENTY-SIXTH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD.

BOSTON:
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ANNUAL REPORT.

In conformity with the law of 1837, the Board of Education beg leave to present this their Twenty-Sixth Annual Report.

The melancholy event of civil war in our land has clearly developed three important facts. First, that in the midst of such a calamity, educational interests are liable, first of all, to suffer detriment. Second, that the true value of education to a community is revealed in a light not perceptible in ordinary times. Third, that the stability and prosperity of the State must be in proportion to the intelligence of its citizens.

When business is widely diverted from its ordinary channels; and government, both State and National, is severely taxed to sustain itself; when in many States educational institutions are wholly, or in part, suspended, and their funds perverted to other purposes, the friends of human improvement will naturally inquire with increased interest, not to say solicitude, how far the cause of education has suffered in our own Commonwealth.

To answer this inquiry, we need to know the sentiments and action of the people for whose benefit the Public School System has been so long sustained, and by whose pecuniary contributions and continued interest in its prosperity it must be preserved. That no disturbing circumstances have caused a withdrawal of pupils from the schools, is shown by the report in relation to attendance, as exhibited in the "Abstract of School Returns," accompanying the Secretary's Report.

In 1860-61, the increased number on the whole attendance
 over the previous year was, in summer, . . . 4,847
 The increase was, in winter, . . . 2,676

In 1861-2, the increased number was, in summer, . . . 10,432
 The increased number was, in winter, . . . 7,309

In 1861-2, the increased average attendance was, in
 summer, . . . 8,710
 The increased average attendance was, in winter, . . . 7,325

In 1860-61, the mean average attendance to the whole
 number of children between 5 and 15, expressed deci-
 mally, was74
 In 1861-2, the mean average was76

Not for many years, if ever, has the increased attendance over
 previous years been so great as during the last. The same is true
 of the ratio of mean average attendance.

Inasmuch as the support of the schools is dependent upon the
 voluntary contributions of the people, another point of interest is,
 to learn what amount of money they have furnished to defray the
 expenses of the schools for the current year.

From the "Abstract," it appears that,

In 1860-61, the aggregate returned as expended on
 Public Schools alone, exclusive of expense of
 repairing and erecting school-houses and the
 cost of school books, was . . . \$1,612,823 76
 In 1861-2, the aggregate returned for the same was 1,637,376 13
 Showing an increase over the previous year, of . 24,552 37

Five years ago (1857) the ratio of the mean average attend-
 ance to the whole number of children between 5 and 15,
 expressed in decimals, was70
 The last year gives the ratio of attendance,76

Showing an increase of *six per cent.* in attendance, in five years.

Five years ago the sum raised by taxes for the education
 of each child in the State, between 5 and 15 years of
 age, was \$5.82.9
 The sum raised for the same purpose the last year, was . 6.44

Then the country was enjoying the blessings of peace, but suffering from a severe financial revulsion. Now we are in the midst of a fearful struggle to preserve our free institutions from ruin; we are taxed heavily in men, in money, in all supplies needful to carry on the war; yet the people press their children into the schools and freely furnish the means for their support. When the fact is considered that during this same year in which the citizens of Massachusetts have raised by a self-imposed tax the munificent sum of more than a million and a half of dollars for educational purposes, they have also contributed in aid of the Federal Government millions of dollars and scores of thousands of men to subdue an unrighteous rebellion, the evidence is positive that the people understand both their interests and duties, and will ever be found faithful to both.

The Board, in the performance of their duties, during the year, find other proofs strengthening their opinion that the interests of education have made gratifying progress. The Secretary of the Board, in the performance of his official duties, is brought into intimate relations with the leading educators of the State; he is made familiar with the condition of the higher institutions, and the views of those under whose instruction and supervision they are placed in respect to improvements; he holds frequent consultations with school committees in relation to all questions requiring authority or advice, not attainable in the immediate neighborhood where doubtful points originate; by visitation of schools he becomes acquainted with their modes of operation and the character and spirit of the teachers; in his attendance upon examinations of the Normal Schools, as also by occasional visits, in their daily processes, he learns the nature of their work and the power of their influence in the cause. His connection with the Teachers' Institutes, held in various sections of the Commonwealth, under his direct supervision, places him in contact with a numerous and important class of teachers, generally young and less experienced than a large proportion of the teachers in the State, for whose special benefit the Institutes were established. The opinion of

the Secretary, formed from a survey of such a field of observation and from such a variety of sources, cannot fail to be valuable. His opinion fully confirms the favorable condition of the system of public instruction already expressed.

The Agent of the Board, Rev. B. G. Northrop, adds his favorable testimony. His sphere of action lies more particularly among the people at their homes; among the teachers in the school-room, and in their gatherings for mutual instruction. When not engaged in the exercises of the Teachers' Institutes, or lecturing in the Normal Schools, his services are devoted to as many towns of the Commonwealth as he can visit during the year. He invites the teachers of a town to spend a day, in mutual consultation with himself, whereby he learns their methods, their excellencies and deficiencies; imparts to them such information as his experience and observation obtained elsewhere enable him to give. In the evening he invites the citizens to assemble, when he speaks to them on topics of general interest relating to the improvement of the schools, or enters into familiar conversation on local subjects proposed by those present. Thus employed he meets all classes, he sees the best and the worst sides of the school system, and gathers impressions and facts which no other individual can have so good an opportunity to obtain.

Mr. Northrop remarks that, "in no former year have I received so manifold tokens of sympathy and encouragement in my own peculiar work, from committees, teachers, and the people where I have labored."

Eight Teachers' Institutes have been held during the year; four in the spring and four in the autumn, in various sections of the State. Encouraging reports are received from them. The number in attendance has been larger than during any former year. The zeal and earnest spirit of the teachers present have been highly gratifying. These Institutes have been conducted by the Secretary and Agent of the Board, aided by an efficient corps of instructors and lecturers. It is made a prominent object, during the week's session of each Institute, to exhibit principles and their application, in the simplest, clearest manner possible, those relating particularly to the elementary branches taught in the Public Schools. Much general information is imparted also in relation to recent improvements and methods of teaching in the best schools. That the bounty of the State is wisely bestowed on

this department of instruction, admits of no doubt to the minds of those who have been able to witness and appreciate their operation and influence. The fact that, during the long period, since their establishment, these Institutes have been held with unfailing and increasing interest, attended by several hundreds of teachers every year, who would otherwise have gone to their work with more contracted views of their vocation and less qualified to discharge successfully their duties, indicates, unquestionably, that they must be deemed a permanent part of our system of instruction. Beyond the benefits they have conferred on teachers, their influence on the people of the towns where they have been held is not to be overlooked. Many, before indifferent, or prejudiced against the educational movements in the State, have received from them favorable impressions, and have been induced to lend valuable aid to the cause.

THE NORMAL SCHOOLS are performing their work with their usual efficiency and success. The Principals in all these schools are men of tried experience, sound judgment and possessed of excellent qualifications for their work. Their many years of success and the large numbers of excellent teachers they have prepared for service are their best testimonials. The number of pupils in attendance the past, has been somewhat smaller than the previous year; but the reduction has been owing, chiefly, to the departure of young men to the war. Three-quarters of the whole number of young men in the Normal School at Westfield, during the year, are now in the army. Nearly the same proportion are absent from the Bridgewater School, also for the same reason.

Statistics and particular information respecting the Normal Schools may be found in the several reports of the Visitors, under whose supervision they have been placed. If any one has a doubt as to the expediency of this class of institutions, or desires a more full representation of their value and utility, the Twenty-Second Report, prepared by Secretary Boutwell, will furnish abundant information.

The Board desire to make two suggestions to school committees. First, to those whose duty it is to employ teachers for their schools. Not unfrequently, individuals present themselves claiming to be qualified for the business of teaching, and, to

strengthen the claim, state that they have been members of a Normal School. They are employed, and miserably fail in their work. The truth in many such cases is, that the individuals may have been connected with a Normal School for a brief period, and have been found so unpromising as candidates for the vocation of teacher, that they have been advised to break off their connection with the institution ; or they may have left voluntarily, after so brief a connection that the school has not had time to develop the capacity or fitness of the person for teaching. In either case the reputation of the school suffers. Judged by such results, the Normal School system is condemned.

It should be understood, that no person is a graduate who has not passed through the whole course of studies, and received a diploma. But sometimes circumstances unavoidable compel a pupil to leave who has shown many promising traits of a good teacher. To such the principal of the school may give a *certificate*, stating such qualifications and expressing such confidence in the person's ability to teach well, as he may see fit. The *diploma* or *certificate* is the only assurance that, in the estimation of the instructors, the person has developed suitable traits and qualifications of a teacher to be worthy of employment.

If it be objected, that no testimonials can insure success, and that graduates may sometimes fail ; the answer is, that testimonials amount to this, and no more : that teachers of the Normal School have had an opportunity, through a specified period of time, to impart instruction to a class of pupils ; have, by a series of rigid tests, endeavored to develop their capabilities, and are satisfied that, so far as human foresight can reach, they will or ought to be successful. Between such a class and those who have been through no process to develop their ability the employer is left to determine for himself.

A second suggestion is, that if members of school committees would urge upon young people, who may be intending to become members of a Normal School, the importance of making thorough preparation as possible, by previous study, they would confer a lasting favor upon the candidates for the school, and greatly increase the efficiency of the course of instruction. Many young persons present themselves for admission, under the impression that no special preparation is needed ; in consequence, they are obliged to spend a considerable portion of time in reviewing ele-

mentary studies before they can commence the proper course of Normal instruction. Better preparation would save time and produce more satisfactory results to all concerned.

The State and County Teachers' Associations have been well attended, and are productive of much good. They are voluntary associations, composed mostly of teachers; but are open to all classes of citizens who have a desire to unite with them in an endeavor to promote the cause of popular education. It is desirable that the people and the teachers should confer together, as freely as possible, on this subject. The interests of both teachers and citizens are so blended that they can never be independent of each other; their united counsels and action therefore seem indispensable. To promote this the Board has delegated its members, during the past year, to be present at the meetings of these associations, and render such aid and encouragement as they might be able. Although the Board holds no official relation to them, it is a gratification to know, by personal observation, that the teachers are zealously devoted to their work. The small bounty bestowed by the State to defray expenses has evidently exerted a good influence in sustaining the associations in their efforts; indeed, without it, probably not more than one or two, if any, would have been in existence at the present time.

The condition of the School Fund and other sources of income, together with many important facts and suggestions, will be found stated in detail, in the accompanying report of the Secretary of the Board.

In presenting their Annual Report, the Board desire to say, that they have endeavored to discharge their duties faithfully, under a full conviction of the weighty responsibility resting upon them. They have frequently assembled to deliberate upon important topics relating to intellectual culture and the diffusion of useful knowledge. Individually they have visited the Normal Schools and mingled with the teachers in their deliberations whenever practicable. But the efficient labor has been performed by the Secretary and Agent of the Board. At the close of the second year of his official labors, the Board desire to express their full approbation of the able manner in which the Hon. Joseph White has performed the duties assigned him as Secretary. Whether in consultation at the office, with multitudes from

various sections of the State, desiring information on perplexing questions, or mingling with teachers and the friends of education abroad, his marked ability and courteous manners, afford renewed and strengthened assurance that the Board were peculiarly fortunate in securing his services in the office hitherto so ably filled.

His faithful co-worker, Dr. S. C. Jackson, has likewise rendered efficient service in various departments of the work. The statistical tables prepared by his hand, have long been acknowledged as models for their fulness and accuracy. These statistics are of great and permanent value. They also show to the towns their relative standing, in reference to school appropriations, attendance, wages of teachers, length of schools, &c. One example of liberality makes another. A healthful rivalry is promoted. Towns low in the list have often been thus stimulated to elevate their standing.

His experience and good judgment in the selection of books, his fidelity in the care and management of the State Library, comprising more than twenty thousand volumes, long since demonstrated his special fitness for the duties of acting librarian. Always at his post, he is personally consulted by teachers and committees from all parts of the State. By an extensive correspondence, arising from the business of the office and from frequent inquiries respecting the construction and application of the school laws, his influence reaches a large number concerned in the management of schools, to whom he has proved a judicious counsellor, giving practical suggestions and valuable opinions on legal questions, which have prevented much fruitless litigation.

The Agent, Rev. B. G. Northrop, has been long in the field and is widely and favorably known as entertaining broad and practical views of the whole subject of education. His familiarity with our school system, with its actual workings, defects, and results, with the duties, deficiencies, and hindrances of committees, teachers, and pupils; his hearty interest in the young and in schools, his scholarly attainments, active habits, and popular address pre-eminently fit him for the work in which he is engaged. The amount of arduous labor he has performed in traveling, lecturing, visiting, and teaching, has not been surpassed or equaled by any person employed by the Board since the agency was established; and in their judgment there are very few officials in any depart-

ment of public duty who have labored with more energy, zeal, and discretion, or accomplished a more useful service for the Commonwealth. It is their unanimous and earnest desire that his public labors may be continued.

In conclusion, the Board desire to say to the citizens of the Commonwealth, that the success or failure of the noble common school system of this State is entirely dependent upon their action. The sagacious founders of our government incorporated this as an essential element of a State polity, in which the people were to exercise sovereign authority. During more than two centuries, the conviction has been increasing in strength that the diffusion of knowledge and cultivation of intellect are indispensable, not only to preserve the institutions bequeathed to us by our fathers, but to develop our material resources, and ultimately solve the grand problem, so often tried without success, that man is capable of self-government. To this end the system of public instruction has been continued, without interruption, to this day. The wisest legislation, the most judicious counsels and liberal contributions have all been made subservient to the great purpose of perfecting this system.

As an agency to execute the will of the people in this great work, the Board of Education has only discharged the office of almoner to the State. It has no inherent power of its own. The supervision which it exercises is delegated to it by the people alone, and that is limited and defined by legal enactment. The people supply the funds, and through their legislators specify minutely, and in detail, the objects for which they shall be disbursed. On their liberality will depend the continuance of the present elevated character of the schools and the value of the instruction given. Commodious buildings, ample and suitable supplies, competent supervisors and instructors, all can be obtained on precisely the same terms as any commodity or service can be purchased; and no liberal outlay will be more sure to bring a rich return than that expended for the intellectual culture of the young. What Massachusetts is, or possesses, is due, in no small degree, to her general and generous system of instruction. It is this that has developed the skill in the mechanic arts, by which every home within her borders is furnished with all the comforts and conveniences of life found scarcely anywhere else. It is this which enables her to send her mechanics to perform work for

leading European governments, which the skill of their own workmen have, as yet, not been able to accomplish. It is this that scatters over the broad prairies of the West the almost self-acting agricultural implements, by which are drawn from an exuberant soil food for the millions both of this great nation and those across the sea. It enables us to understand our rights, puts weapons in our hands, and inspires us with courage to use them when those rights are menaced. The declaration, "there is that scattereth and yet increaseth," was never more fully verified than in the liberal provision for education which the people of Massachusetts have ever been accustomed to make for their sons and daughters.

As the tax occasioned by the war increases there may be a temptation to consider whether educational expenses may not be curtailed. If so, the question needs mature consideration before action. The period of education is brief to the child. Cut off one, two or three years of instruction, or which is perhaps worse, give him inferior teachers, and what he loses is lost for a lifetime. Let a whole community be deprived of instruction, and it becomes first degraded and vicious, then powerless and miserable. The movement of our educational machinery cannot be even retarded without immense loss, which will be felt throughout every department of society.

The interests of more than two hundred thousand children are dependent upon the provision you will make for their education. Every one of these children is to be an active agent, prepared by the instruction thus furnished, to exert an influence on the community. Into their hands will soon be committed the political power, the moulding of the moral and intellectual character, as well as the controlling of the material interests of the Commonwealth.

More than eight thousand teachers are employed to train and prepare these children to become citizens, and to transmit to their successors, unimpaired, the noble inheritance bequeathed to us. Teaching is their vocation, and on it they depend for their support. Their compensation is fixed, and cannot be changed except at your will. The merchant, the manufacturer, the farmer, all receive increased prices for goods and productions passing through their hands, according to the advance in the market. But the teacher's salary is, in effect, diminished in proportion to

the increased cost of living. If he cannot live upon his income he is compelled to withdraw from his chosen vocation; and change, under such circumstances, will prove a hazardous experiment for the interests of education. While economy is to be commended and useless expenditure avoided, liberality in the education of our youth should not be considered as prodigality.

By a wise and prudent action on the part of those to whose care this vital interest of our State is committed, even amid the agitation and tumults of war, men will be drawn from the schools abundantly qualified for all emergencies of public and private life; and under their guidance, Massachusetts will continue to hold her high position in honor and influence.

JOHN A. ANDREW.
JOHN NESMITH.
ARIEL PARISH.
EMORY WASHBURN.
WILLIAM A. STEARNS.
ERASTUS O. HAVEN.
DAVID H. MASON.
JAMES F. CLARKE.
JOHN P. MARSHALL.
ABNER J. PHIPPS.

Report of the Visitors of the Normal School at Framingham for the Year 1862-3.

The Visitors are happy to report a very gratifying progress in the teachers and pupils of this school, and they believe its promise of future usefulness was never brighter than now.

In the death of President Felton the school lost a valuable friend. He had been connected with it as a Visitor for several years, and had contributed much to its improvement, not only by his learning and experience as a teacher, but, by the influence of his noble character, the grand production of all his knowledge. For his fidelity in the discharge of all his duties as a member of the Board of Education, notwithstanding his arduous labors in other responsible stations, the people of this Commonwealth owe him lasting gratitude.

The whole number of pupils belonging to the school during the year is,	104
Whole number present during the term,	94
In the advanced class,	6
“ senior class,	23
“ second class,	35
“ junior class,	30
The number of graduates during the year,	26
“ “ from the advanced class,	8
The average age of the advanced class,	$19\frac{1}{3}$
“ “ senior class,	$19\frac{1}{2}$
“ “ second class,	$18\frac{3}{4}$
“ “ junior class,	$19\frac{3}{4}$
The number in the senior class who have taught,	3
“ “ advanced “ “	2
The number of States represented in the school,	7
“ different towns “ “	52
“ “ in Massachusetts,	39

Maine has sent 1 ; Rhode Island, 1 ; Connecticut, 1 ; Vermont, 3 ; New York, 1 ; New Hampshire, 12 ; Massachusetts, 85.

Plymouth County has sent 2—Middleborough, 1 ; Wareham, 1.

Suffolk County has sent 2—Boston, 2.

Franklin County has sent 3—Whately, 1 ; Northfield, 2.

Hampden County has sent 3—Chicopee, 1 ; Holyoke, 2.

Norfolk County has sent 14—Medfield, 1 ; Medway, 1 ; Brookline, 1 ; Grantville, 3 ; West Roxbury, 2 ; Needham, 6.

Worcester County has sent 19—Clinton, 1 ; Milford, 1 ; Oakham, 1 ; Paxton, 1 ; Spencer, 1 ; Templeton, 1 ; Worcester, 1 ; New Braintree, 1 ; Leominster, 1 ; Winchendon, 1 ; Holden, 2 ; Hubbardston, 2 ; Southborough, 3 ; Blackstone, 2.

Middlesex County has sent 42—Holliston, 1 ; Lexington, 1 ; Weston, 1 ; Medford, 2 ; Concord, 2 ; Somerville, 2 ; Lowell, 3 ; Marlborough, 3 ; Malden, 2 ; Natick, 3 ; Newton, 5 ; Framingham, 17.

The occupations of the parents are as follows : Baker, 1 ; grocer, 2 ; painter, 1 ; physician, 1 ; registrar, 1 ; superintendent, 1 ; real estate agent, 1 ; blacksmith, 1 ; overseer, 1 ; provision dealer, 1 ; printer, 1 ; harness maker, 1 ; mason, 1 ; rope maker, 1 ; railroad agent, 1 ; carpenters, 8 ; salesman, 1 ; teachers, 4 ; lawyers, 3 ; expressmen, 2 ; manufacturers, 2 ; clergymen, 3 ; shoemakers, 3 ; mechanics, 5 ; merchants, 18 ; farmers, 39.

The whole number of trades and professions represented, 26.

The present Principal became connected with this school seven years ago, when it numbered only 33 pupils. It now has more than three times that number, and is constantly increasing. He needs no other recommendation.

The Board have been very fortunate in retaining all the teachers through the year, and they have all devoted themselves with faith and energy to their work of instruction.

The increased number of pupils and studies made it necessary to provide additional instruction ; and at the commencement of the present term we secured the services of Mrs. Frances A. Rich as a teacher. She graduated from this school in the last advanced class, with high honors ; and the zeal and fidelity she has brought to the discharge of her new duties promises for her the highest success.

Moderate physical exercise has been taught in the school, on the plan of Dr. Lewis, with continued advantage. The instruction in music, by Professor Brown, has been very valuable, and we regret that we cannot afford it more attention. The several courses of lectures, by Mr. Northrop, Mr. Tenney, and Mr. Sharpe, have been excellent.

The deplorable condition of the country has seemed to increase the interest of the people in our public schools. The advantages of education are nowhere more apparent than in the superiority it gives to armies in a time of war. Our educated soldiers have everywhere been equal to any emergency, developing inventive genius and practical skill in trying positions never before found in the armies of other nations.

If there ever was a doubt of the inestimable value of our system of public schools, it is now dispelled ; for it is well proved that the instruction in the elementary branches of knowledge which is placed within the reach of every youth of Massachusetts affords a good preparation for any of the practical pursuits of life, and lays a firm foundation for future and higher acquisitions. It stimulates and develops the inventive genius of the people, and has already built the numberless labor-saving machines which our enterprising countrymen have scattered over the whole earth, doubling the amount of labor performed by the people of civilized nations, in half a century of time.

It makes progress in the future work of self-education possible and easy, even to the highest walks of science and learning, to which great and peculiar blessing many of the noblest men of our country owe their success and greatness.

We have never seen in this Normal School more enterprise and determination in teachers and scholars, and more satisfactory progress in all the branches of study, than during the past year. The war has not affected the number of pupils or the regularity of their attendance ; and our increased prosperity has done something to make up the losses in the *mixed* Normal Schools from enlistments in the public service ; so that, on the whole, the public schools of the State will not suffer from any material reduction in the supply of efficient teachers. Nor do we believe that the public welfare will receive any injury by employing as teachers a larger proportion of qualified and accomplished women.

Although we have advanced so much, we are far from believing that our school system is even now by any means perfect. Reading, writing, spelling, and practical mathematics, have been, and are still, too much neglected. We confess that in these particulars our Normal Schools do not show the improvement we reasonably expected. The channels of education have been widened rather than deepened. Too many branches of study are crowded into

a short space of time, and the useful is sacrificed to the ornamental—the elementary knowledge which we always *use* to the higher knowledge which we *long* to use. We should do *well* what we do ; and if the pupil advances but little while in the school, we shall then give him strength and taste to go on alone, improving through his lifetime. The important consideration is, not how *much* a child learns, but *how* he learns. If he can read, write and spell well, he has already acquired the education he needs most and uses oftenest, and which gives him the best appearance ; and thus beginning, he will seldom fail to advance thoroughly and constantly into the region of higher attainments.

We need more profound and thorough men, and fewer shallow enthusiasts. School education should improve and enlarge *common sense* rather than encourage a whining, sickly sentimentalism.

If there was more thoroughness in elementary instruction in the family and in the school-room, and our youth would learn to walk before they attempt to run, society would not so much abound everywhere in superficial and visionary men. We have during the past year directed more special attention in this school to the elementary studies, and there has been some improvement, which we trust is but the beginning of future progress.

We have introduced into the school the “Manual of Agriculture.” The study is novel to women, but it is found useful and a necessary preparation for a teacher. She will at least know something upon this important subject, upon which she may have known nothing before. We believe it is a great defect in our school system that our youth receive no instruction bearing directly upon that pursuit, in which so large a proportion of them will pass their lives, and from which, more than all others, they must receive the greater comforts and blessings of life.

General health and happiness have pervaded the school during the year. The school building was constructed in the year 1853, and since that time it has not been painted or repaired, to any extent. The furnaces, always insufficient to warm the building properly, are now utterly failing. New ones must be supplied during the winter. A small appropriation for general repairs seems to be absolutely necessary to render the house comfortable and habitable.

The apparatus and library connected with the school have received some accessions during the year, but are still lamentably deficient. The friends of education have not seemed to regard our necessities so much as those of some other Normal Schools in these respects. We respectfully ask of them in the future a more favorable consideration.

All of which we respectfully submit.

D. H. MASON,
EMORY WASHBURN,
Visitors.

Report of the Visitors of the Normal School at Westfield.

It affords the Visitors pleasure to be able to report continued prosperity in the School at Westfield. The number in attendance during the year, although somewhat diminished by the war, has been quite large enough for a profitable employment of the corps of teachers in charge of the institution. The health of the pupils has been excellent; the earnest devotion of both teachers and pupils to the duties of the school, and the general results of the year, have been of the most gratifying character.

A large proportion of the young men, yielding to the impulse of patriotism, promptly volunteered their services in the defence of their imperiled country, when the recent call for volunteers was made, and are now facing a rebellious foe. At the present time we have only about one-third the usual number of young men. About twenty young men who would have been in the school at the present time are now in the army. It is pleasant, however, to witness the earnest spirit of those who are equally ready to enter the contest with ignorance itself, or the enemies of our government whom ignorance and a base ambition have arrayed against the dearest interests of a free people.

The teachers continue as during the last year, viz., J. W. Dickinson, A. M., Principal, J. C. Greenough, A. B., J. G. Scott, Mrs. J. W. Dickinson, in French and drawing, and Miss E. Parsons. Miss Malvina Mitchell, who was employed during a portion of last year as an assistant pupil, and rendered very valuable service, is now employed as one of the regular teachers.

Instruction in vocal music has been given by Mr. Scott, and the condition of this department has been quite satisfactory. Pupils enter with greater freedom and stronger sympathy into singing exercises conducted by a teacher of the school; and his intimate relations to them in their daily duties give him advantages which no person coming in occasionally to instruct in music alone can ever possess. Mr. Scott has excellent qualifications as a teacher of music, as well as in the various branches of study taught in the school.

During the past summer a course of gymnastic instruction was given to the pupils by Dr. Trine, a graduate from Dr. Lewis's Gymnasium, in Boston, aided by Mrs. Trine, who was also a graduate from the same institution. Their instruction was very successful and satisfactory. Gymnastic exercises are daily practiced this term, under the direction of Mr. Scott. Physical exercise has ever been made a prominent object, as essential to bodily health and vigorous mental effort. Without apparatus or gymnasium, the means have hitherto been limited; but we have reason to hope for greatly increased benefit from the service which Dr. and Mrs. Trine have rendered the school.

The subject of reading has received increased attention the past year. From the liberal donation made to the Normal Schools of the State, by Thomas Lee, Esq., of Boston, premiums were awarded to six readers, at the February examination, and to twelve at the public closing exercises of the term, in August last.

The results of these performances have been highly satisfactory. It is to be hoped that the desire of this generous benefactor may be gratified by a manifest improvement in the art of reading wherever the pupils of our Normal Schools shall be employed to instruct the youth of this Commonwealth. The renewed interest exhibited by the pupils of this school to attain a higher degree of perfection in this branch gives strong assurance that the valuable gift of Mr. Lee has been wisely bestowed.

A smaller amount of instruction has been given by lectures from gentlemen usually employed for this purpose than in former years. Professor Sanborn Tenney has given to the school a valuable course of lectures on Natural History.

The examinations of the school during the year have been witnessed by large numbers of the friends of education; and the exercises have, apparently, left very favorable impressions on the

minds of all present of thorough instruction from the teachers, and faithful, successful application on the part of the pupils. A leading characteristic of the instruction given is, that in all the teaching processes, every thing shall be rendered eminently practical. Hence, every pupil, in turn, becomes a teacher, and is expected not only to convey general instruction, in the most lucid manner, in relation to arrangement, methods, and appropriate language, but must so master every subject as to answer promptly and satisfactorily such queries as their future pupils may be supposed likely to present. Therefore, to learn a lesson thoroughly, or even to be able to recite fluently what has been learned, is not deemed of the highest importance. To understand the whole bearing of the subject proposed for investigation, and to be "apt to teach" what they know, is made prominent in all the exercises of the school. It is not their object so much to traverse a wide field of knowledge, or to acquire a large amount of general information, as to elucidate elementary principles and exhibit clearly their application. Frequent discussions are held and essays written, in addition to class instruction and familiar lectures by the teachers. If any one feature in the improvement of the pupils is more conspicuous than another, it is the increased facility in the use of language by the pupils during their connection with the school.

The following are the statistics for the year :—

	Young Men.	Young Women.	Total.
Number admitted Winter Term,	10	40	50
admitted Summer Term,	11	29	40
admitted during the year,	21	69	90
who had taught before entering,	10	31	41
in attendance Winter Term,	27	104	131
in attendance Summer Term,	31	102	133
in attendance during the year,	39	139	178
graduates Winter Term,	3	11	14
graduates Summer Term,	5	15	20
graduates during the year,	8	26	34

Number of those who received certificates of time of attendance, 2
 Number who have graduated during the year, 34

Average age of those admitted :

Ladies,	18 years 1 month.
Gentlemen,	19 " 8 "
General average,	18 " 10½ "
Number of those who have received State aid,	112

Of those in attendance during the year,

Hampden County furnished,	78
Berkshire,	21
Worcester,	24
Hampshire,	15
Franklin,	16
Middlesex,	1
Essex,	3
Norfolk,	1
Maine,	5
New Hampshire,	3
Vermont,	1
Connecticut,	4
New York,	1
Pennsylvania,	1
Ohio,	2
District of Columbia,	1
Sandwich Islands,	1

The furnace which has been in use some seven or eight years, suddenly failed at the commencement of the present term. It was deemed expedient to set two medium sized furnaces in the place of the one removed, in order to secure at all times a proper amount of heat, and, if possible, dispense with other heating apparatus. This has been done at a moderate expense. Thus far their operation has been perfectly satisfactory.

The "Adams Library," established in 1857, by the efforts mainly of one of the pupils, Mr. Sherman E. Adams, comprises, at the present time, about eight hundred volumes. It contains many excellent standard works, which are of great value to the members of the school. Its increase is dependent chiefly upon a self-imposed tax of the pupils. Friends of the institution who desire to accomplish much good, at little cost to themselves, can do so by a donation of books, or contribution of money, for the increase

of the library. Even a single volume will be thankfully received ; and the gratitude both of those now connected with the institution, and the hundreds who shall hereafter receive its benefits, will be most heartily accorded to the generous donors.

We are happy to acknowledge a recent gift of a valuable package of volumes from H. N. Carter, Esq., Washington, D. C. The kind interest he has manifested in the prosperity of the school entitles him to a grateful remembrance.

The State has reason for congratulation that, within its borders, the number and the energies of those on whom it must depend for the intellectual culture of the rising generation, remain so little impaired or diverted, while elsewhere the storm of civil war rages, and all mental improvement is suspended.

Never before has the value of education to a self-governing people been so manifest as in this hour, when clouds and darkness overshadow the nation. Never have the value and efficiency of this school appeared to greater advantage than at this time of trial. While money, without limit, is expended to carry on the work of destruction of life and property, no reasonable care or expenditure should be withheld to procure that instruction for our youth which shall enable them to appreciate the value of a free government, and prepare them to defend it against enemies, from whatever quarter they may come.

A. PARISH.

Report of the Visitors of the Normal School at Bridgewater.

The Visitors of the State Normal School at Bridgewater respectfully submit the following report :

1. Whole number of pupils admitted to the school since its commencement, Sept. 9, 1840, . . . 1,342
2. Whole number of pupils admitted in 1862, . . . 58
 Young men, 26 ; young women, 32.
 Class admitted March 19, 1862, . . . 40
 Young men, 25 ; young women, 15.
 Class admitted Sept. 17, 1862, . . . 18
 Young man, 1 ; young women, 17.

Average age of those admitted, $20\frac{1}{3}$ years.

Young men, $20\frac{2}{3}$ years ; young women, $20\frac{1}{2}$ years.

Number who had previously taught school, 23

Young men, 10 ; young women, 13.

3. These pupils have come from the following towns: Bridgewater, 8 ; West Cambridge, 5 ; East Bridgewater, 4 ; North Bridgewater, New Bedford, Mattapoisett, 3 each ; Seekonk, 2 ; Acushnet, Boston, Chilmark, Duxbury, Freetown, Groton, Holden, Lynn, Marshfield, Salem, Somerset, Stoughton, Sutton, Walpole, Wareham, Woburn, Wrentham, 1 each ; Hampden, Me., 2 ; East Machias, Ellsworth, Embden, Freedom, Gorham, Harrington, Winterport, Me., Deerfield, N. H., Danville, Vt., Allenton, R. I., 1 each.

4. The occupations of their fathers have been given as follows : farmers, 8 ; sea captains, 2 ; physicians, 2 ; lawyer, 1 ; ship carpenter, 1 ; shoemaker, 1 ; block and pumpmaker, 1.

5. Number graduated in 1862, 33

Class graduated Feb. 19, 17

Young men, 6 ; young women, 11.

Class graduated July 30, 16

Young men, 9 ; young women, 7.

6. Whole number of graduates of the school, 864

7. Number in attendance the first term of 1862, 94

Young men, 50 ; young women, 44.

Number in attendance the second term, 79

Young men, 28 ; young women, 51.

Number of different pupils in 1862, 141

Young men, 62 ; young women, 79.

Ten of the young men, who were members of the school the first term, joined the army, and more than this number, who had made application to be admitted at the beginning of the second term, changed their plans, when the call for troops was made in August, and entered the service of their country.

8. Number of different pupils who have received State aid
in 1862, 41

Young men, 20 ; young women, 21.

9. This school has been so fortunate as to escape, during the past year, any changes in its board of instruction. It has enjoyed the services of the following devoted and efficient teachers: Albert J. Boyden, Principal; James H. Schneider, Eliza B. Woodward, and Charles F. Dexter, Assistants. Mr. O. B. Brown has given instruction in vocal music.

In addition to the regular course of instruction, a valuable and interesting course of fifteen lectures was delivered during the spring term by Professor Sanborn Tenney, of Cambridge, upon Physical Geography and Zoölogy, illustrated by a large number of superior maps and charts.

Valuable lectures have also been delivered by George B. Emerson, LL.D., of Boston, and by Abner J. Phipps, Esq., of New Bedford.

James Sharp, Esq., of Dorchester, has also commenced a course of twelve lectures on Chemistry.

10. The school has received donations during the year from the following sources: Donations to the Library from George B. Emerson, LL.D., Hon. Charles Sumner, Hon. Edward Everett, Hon. Robert C. Winthrop, Messrs. Little & Brown, and F. H. Peabody, Esq., of Boston; Ivison, Phinney & Co., of New York; H. Copperthwait & Co., of Philadelphia; the Smithsonian Institute at Washington; Hon. James Arnold, of New Bedford; Chas. W. Felt, Esq., of Salem; the Secretaries of State, Education, and Agriculture, of this Commonwealth:—to the Cabinet from Professor Sanborn Tenney, of Cambridge, and Charles W. Felt, Esq., of Salem. It has also received an excellent portrait of Marshall Conant, the second Principal of the school, from the past graduates, who were his pupils.

11. Number of volumes added to the Library during the year: text-books, 166; books for reference and reading, 190; total, 356.

12. The appropriation of \$200 for furniture, made by the last legislature, has been applied to furnishing the platform in the school-room, the library with desks, chairs and tables, and the recitation-rooms with suitable seats and tables.

There is great need of new furniture in the main school room. The desks are made after a clumsy and antiquated pattern, and

the chairs are old and defective—the whole giving to the otherwise beautiful school-room an appearance of poverty and cheapness strongly contrasting with the recent improvements made in the edifice itself. The Visitors hope that a suitable appropriation will be made to furnish the school-room with modern furniture.

13. The grounds about the building have been much improved during the summer, by extending and grading the embankments. The enlargement of the building rendered this necessary, and an expense of \$176.98 has been incurred for that purpose.

The fence which encloses the grounds needs painting, and it might prove economical to have it done some time during the coming year.

14. The health of the pupils has been uniformly good during the year. This is owing, we believe, in a great measure, to the excellent gymnastic exercises daily practiced, under the direction of Messrs. Schneider and Dexter.

15. Applications have been made for more teachers than the school could supply. This expression of public confidence is the most substantial proof that could be offered of the continued usefulness of the school.

The Visitors, however, cannot help feeling that much time is spent in the school in mere elementary drill, which should be devoted to higher branches of study and to the principles and art of teaching. The lack, on the part of many of those admitted, of previous thorough training in the rudiments, imposes a task upon the Normal teacher from which he should be relieved ; and though the scholar labor ever so faithfully to make up for his deficiencies, it cannot be reasonably expected that in three terms he can do this and fit himself to discharge fully the duties of a teacher in the Common Schools.

If all admitted to the Normal School were graduates of the best High Schools, the time which the course occupies would be long enough ; but as this is not the case, it would seem desirable either to lengthen the course or demand of applicants higher qualifications.

JOHN P. MARSHALL.
ABNER J. PHIPPS.

Report of the Visitors of the Normal School at Salem.

Of the more than seven thousand teachers engaged in the Public Schools of the State, a larger proportion, year by year, consists of graduates from the Normal Schools. Inasmuch as more than three-fourths of the teachers in the State are females, it is proper that two of the Normal Schools should be devoted wholly to the instruction of young women. Such is the character of the school at Salem.

The whole number of pupils instructed in this school, since its establishment in 1854, is six hundred and seventy-five. During the past year, 1862, two classes have been admitted; one in February numbering thirty-five, of the average age of about 18 years and 2 months, and one in September numbering thirty-nine, of the average age of about 18 years and 9 months. The whole number admitted was seventy-four. This number is not so great as during some previous years, though ten higher than in 1861. The shock in society, attendant upon the breaking out of the war, lessened the number of applicants, but the prospect now is that the school will soon again receive more applications for admission than it can accommodate.

Of the seventy-four pupils admitted during the past year, there were from Gloucester, 8; Chelsea, Lowell, Malden, Marblehead, and Salem, each 4; Lynn and Lynnfield, each 3; Charlestown, Danvers, Nantucket, Northampton, Rockport, Royalston and Winchendon, each 2; Abington, Beverly, Boston, Bradford, Lawrence, Mattapoisett, Milford, North Andover, North Reading, Pepperell, Plymouth, Quincy, Saugus, South Danvers, Wenham and Wilmington, each 1; Wolfborough, (New Hampshire,) 2; Thomaston, (Maine,) and Brookline, Concord, Derry, Dublin, Laconia, Manchester, and Pembroke, (New Hampshire,) each 1.

The occupations of their fathers have been stated as follows: manufacturers or mechanics, 25; farmers, 18; merchants or traders, 10; sea captains, 4; clergymen, 3; cashiers, 2; painters, 2; butcher, city officer, express-man, land-broker, physician, policeman, stone-contractor, stone-freighter, superintendent of telegraph office, teacher, each 1.

Twenty-two of these pupils, more than one-half of the entire number, had been employed as teachers, but feeling the necessity of a more thorough training and culture, applied for admission to the Normal School.

During the year two classes have graduated, having completed the prescribed course of study, and passed a satisfactory examination before the Faculty of the School and members of the Board of Education. January 29th, seventeen graduated, including one young lady who received a second diploma, on account of having completed an advanced course of study; and July 23d, a class of twenty graduated. The whole number who have graduated, since the school was established, is three hundred and four.

In January, 1862, twenty-three pupils received aid from the State; and in July, 1862, twenty-six. The number of different pupils who have received "State aid," during the year, is thirty-four. Sixteen pupils have also received aid from the fund provided by the munificence of the late Nathaniel I. Bowditch, Esq.

The whole number of pupils in the school during the first term of the year, was one hundred. During the last term there were ninety-six—of different pupils during the two terms, or entire year, there were *one hundred and forty*.

The corps of instructors in this school is full, and it is but justice to them to commend their thorough preparation for their work, and their unwearied devotion to the best interests of their pupils. The Faculty consists of Professor Alpheus Crosby, A. M., Principal, Mrs. Martha K. Crosby, Preceptress, Miss Sarah R. Smith, Miss Ellen M. Dodge, Miss Mary E. Webb, Miss Caroline J. Cole, Miss Elizabeth Carleton, Miss Mary B. Smith, Miss Josephine A. Ellery, and Miss Clara M. Loring. Courses of lectures also have been delivered during the year, on Zoölogy, by Frederic W. Putnam, Esq., of Cambridge; on Chemistry and Natural Philosophy, by James C. Sharp, Esq., of Dorchester; on Mineralogy and Geology, by Prof. Sanborn Tenney, of Cambridge. Lectures have also been given by Rev. John Lord, and Messrs. C. C. Coffin, T. F. Leonard and L. Wetherell.

The library is constantly though slowly increasing. It consists now of about 7,000 volumes, about one-third of which are text-books. It is of great value to the school. During the year it has been increased, without expense to the State, by 556 volumes, of which 276 are text-books, for school use, and the others books for reference and general reading. For contributions to the library during the year, thanks are due to Hon. A. Huntington, Gen. H. K. Oliver, and Miss L. Pope, of Salem; Hon. J. D. Philbrick, and Messrs. B. Capen, Brown & Taggard, Crosby, Nichols, Lee & Co.,

R. L. Davis & Co., and Swan, Brewer & Tileston, of Boston; Mrs. Z. P. Banister, of Newburyport; Rev. S. C. Jackson, D. D., of Andover; Messrs. O. D. Case & Co., of Hartford, D. Appleton & Co., Harper & Brothers, Ivison, Phinney & Co., and Mason Brothers, of New York, and J. B. Lippincott, of Philadelphia; the Trustees of O. Brown's Benevolent Fund; the Secretaries of State, Education, and Agriculture, in our Commonwealth, and many school committees and other friends.

The Museum was greatly enlarged, during the year, by very generous contributions, chiefly illustrating the natural history and the manners and customs of the Eastern Coast of Africa and the adjacent islands, from Capt. and Mrs. J. B. Ashby, of Portsmouth, N. H.; W. G. Webb, Esq., late U. S. Consul, at Zanzibar, Capt. J. C. Pond, of Salem, and Messrs. W. W. Goodhue and C. Cooke, of Zanzibar; by valuable boxes of minerals and fossils, from Prof. H. A. Ward, of Rochester, N. Y., whose cabinet is one of the scientific marvels of the land, and from Prof. S. Tenney, of Cambridge; and by various donations from Gen. G. H. Devereux, Rev. J. L. Russell, Dr. H. Wheatland, Mrs. N. Cole, and Messrs. N. Berry, C. W. Felt, H. F. King, and A. and D. Lord, of Salem; Charles J. Sprague, Esq., of Boston; Rev. S. Barden, of Rockport; the Misses Wade, of Ipswich; J. Morgan, Esq., of Beverly; Hon. S. Brown, of Concord; W. Thompson, Esq., of Swampscott; Miss Edmands, of Cambridge; A. K. Slade, Esq., of Fall River; J. Short, Esq., of New York; Miss S. N. Pope, of Philadelphia; and some past or present members of the school. Additional cabinet cases are now required.

The two Graduating Classes of 1862 have testified their attachment to the school by the valuable donations of a clock and a barometer.

None can doubt the great advantages of such a school, to the young ladies who resort to it to prepare themselves to become efficient teachers. Indeed, to a casual observer, an objection might arise, of danger, on the part of the pupils, to devote themselves too severely to study, surrounded by so many incentives to labor, and urged onward by ambitious teachers. But this danger is obviated, if not removed, by the brevity of the course of study pursued at our Normal Schools, and by the great variety of topics studied, and also by the reasonable attention devoted to physical education. A system of physical exercises, various and not

severe, has gradually grown up in this school, under the direction of the teachers, which not only contributes to the health of the pupils, but prepares them to give good practical instruction hereafter on the subject.

The true object of a Normal School is here faithfully adhered to. The pupils are constantly trained in the art of giving instruction. This is taught theoretically and practically.

Some additional expenditures are much needed, principally for the actual protection of the property of the State in the school. One of the walls of the building has settled a little from its original place, and should be repaired. The wooden work of the building inside needs painting. Additional cabinet cases are required to preserve mineralogical and other valuable specimens. The furnaces are too small to warm the building, and have been used beyond their proper capacity, so that they can no longer answer their purpose. The whole expense to meet these demands cannot be less than one thousand dollars. Were the school inefficient, and calling for this small sum to make it useful, some doubt might arise about the propriety of expending any money now on an educational experiment; but since the institution has proved itself competent to accomplish all that can properly be expected of it, and these expenses are rendered necessary by its success, there can be no hesitancy, we think, on the part of the legislature, to make the appropriation required to meet its just demands.

E. O. HAVEN.

Dr. THE MASSACHUSETTS BOARD OF EDUCATION *in account with* GEO. B. EMERSON, *Treasurer.* *Cr.*

FOR THE APPROPRIATION FOR THE STATE NORMAL SCHOOLS.

1862-1863.	1862.	1862.	By cash received from State Treasurer, \$4,000 00
1862, Feb.	April	2,	" " " 4,000 00
" March	June	27,	" " " 4,000 00
" April	Oct.	3,	" " " 4,000 00
" July	Dec.	8,	" " " 4,000 00
			\$16,000 00
			By amount transferred from the Appropriation for Westfield School-house, 55 65
			amount transferred from Todd Fund, 50 09
			\$16,105 74

FOR THE APPROPRIATION FOR AID TO PUPILS IN THE NORMAL SCHOOLS.

1862, Feb.	1862.	1862.	By balance in the Treasurer's hands, . . . \$354 82
" March	March	5,	" " " 2,000 00
" April	July	14,	" " " 2,000 00
" July			
1863, January			\$4,354 82

TREASURER'S REPORT.

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FOR THE APPROPRIATION FOR THE NORMAL SCHOOL-HOUSE AT WESTFIELD.

		1862.		
		April 2,	By cash received from State Treasurer, . . .	\$500 00
1862, April 5,	To cash paid J. W. Dickinson,	\$444 35		
1863, January 9,	A. Parish,	55 65		
		<u>\$500 00</u>		<u>\$500 00</u>

FOR THE APPROPRIATION FOR FURNITURE FOR THE NORMAL SCHOOL-HOUSE AT BRIDGEWATER.

		June 3,	By cash received from the State Treasurer, . . .	\$200 00
May 10,	To cash paid to A. G. Boyden,	\$200 00		

FOR THE INCOME OF THE TODD FUND.

		1862.		
		January 8,	By balance in the Treasurer's hands, . . .	\$4 52
			cash received from State Treasurer, . . .	759 57
1862, June 28,	To cash paid to A. Parish, for music at Westfield,	\$75 00		
" " July 2,	G. N. Bigelow, for music at Framingham,	75 00		
" " July 5,	A. Crosby, for music at Salem,	75 00		
" " April 17,	A. G. Boyden, for music at Bridgewater,	75 00		
" " July 8,	A. E. Johnson, chemical apparatus for Framingham,	28 50		
" " Dec. 30,	A. G. Boyden, chemical apparatus for Framingham,	28 50		
1863, January 1,	A. G. Boyden, for music at Bridgewater,	75 00		
" " January 5,	A. Parish, for music at Westfield,	75 00		
" " January 6,	A. Crosby, for music at Salem,	75 00		
" " January 9,	A. G. Boyden, for music at Bridgewater,	75 00		
	A. G. Boyden, for expenses at Bridgewater,	50 09		
	A. Crosby, chemical apparatus for Salem,	28 50		
	A. Parish, chemical apparatus for Westfield,	28 50		
		<u>\$764 09</u>		<u>\$764 09</u>

ON ACCOUNT OF THOMAS LEE'S GIFT FOR PRIZES FOR EXCELLENCE IN READING.

1862, February 25,	To cash paid J. W. Dickinson, for prizes, Westfield,	\$37 50																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
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Dr.

RECAPITULATION.

Cr.

To balance in Treasurer's hands,	\$240 50	By balance in account of Leo Prizes,	\$240 50
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E. E.

GEO. B. EMERSON, *Treasurer.*

Boston, January 9, 1863.—We have examined the Treasurer's accounts and find them correctly kept and accompanied by satisfactory vouchers.

A. PARISH,
D. H. MASON,
Auditors.

TWENTY-SIXTH ANNUAL REPORT

OF THE

SECRETARY

OF THE

BOARD OF EDUCATION.

S E C R E T A R Y ' S R E P O R T .

To the Board of Education :

GENTLEMEN,—I present for your consideration the Twenty-Sixth Annual Report of the Secretary. At the close of a year most remarkable in our history, crowded with fearful and strange events, and full of peril to our national life; when the notes of warlike preparation and the din of battle have risen sharp and high above the voices of peaceful life; when the light has been quenched forever and the dark shadow fallen on many a hearthstone, I am most happy to be permitted to say that in the midst of, and notwithstanding, all these adverse influences, the great work of education has not been seriously interrupted or retarded in our beloved Commonwealth. Nay, there are good grounds for the belief that in no previous year have there been more decided manifestations of a deep and pervading interest. In educational gatherings of the people, County Teachers' Associations, and Teachers' Institutes, the attendance has been larger than in many years before, and the indications of a true zeal and of earnest efforts have never been more gratifying and encouraging. The town school reports, to an unusual extent, abound in proud and grateful recognitions of the fact that one of the most marked and potent causes of difference between the social systems of the free and loyal States and the servile and rebel States is found in the existence and working of free schools in the former, and are filled with earnest exhortations to maintain these schools in their full vigor, as the only means of furnishing to our youth that manly discipline and generous culture which shall prepare them alike for the stern duties of war or the arts of peace.

Surely no grander spectacle can be presented than that of a great and free people, struggling in a death grasp against a rebellion alike gigantic in its proportions and base in its character, and at the same time calmly, steadily, and with unwavering constancy giving full vigor and play to all the complicate machinery of social

life, and especially withholding no tithe from a generous support of all institutions and appliances for the intellectual and moral culture of the rising generation. If, when this conflict is ended, such shall be our record, there will be no prouder page in the annals of any people.

For other and more definite proofs of the healthful and prosperous condition of our Public Schools, I invite your attention to the following

Summary of Statistics for 1861-2.

Number of towns in the Commonwealth,	334
Number of towns making returns—whole number,	334
Number of Public Schools,	4,605
Increase for the year,	44
Number of persons in the State between five and fifteen years of age, May 1st, 1861,	234,252
Increase for the year,	2,772
Number of scholars of all ages in all the Public Schools in summer,	223,218
Increase for the year,	10,432
Number of scholars of all ages in all the Public Schools in winter,	227,319
Increase for the year,	7,309
Average attendance in all the Public Schools in summer,	175,424
Increase for the year,	8,710
Average attendance in all the Public Schools in winter,	182,360
Increase for the year,	7,325
Ratio of the mean average attendance to the whole number of persons between five and fifteen, expressed in decimals, . . . . .	.76
Number of children under five, attending Public Schools,	8,764
Decrease for the year,	1,340
Number of persons over fifteen,	26,500
Increase for the year,	1,600
No. of teachers in summer; males, 472; females, 4,856; total,	5,328
Increase of males, 43; females, 63; total,	106
No. of teachers in winter; males, 1,508; females, 3,886; total,	5,394
Increase of males, 10; females, 41; total,	51
Number of different persons employed as teachers in Public Schools during the year; males, 1,580; females, 5,675; total,	7,255
Increase of males, 7; decrease of females, 166; total decrease,	159

Average length of the Public Schools, eight months and one day.

Increase for the year,	1 day.	
Average wages of male teachers per month, including board,		\$45 38
Decrease for the year,	\$2 33	
Average wages of female teachers per month, including board,		\$19 35
Decrease for the year,	\$0 60	
Amount raised by taxes for the support of Public Schools, including only wages, board, fuel, care of fires and school-rooms,		\$1,500,501 13
Increase for the year,	\$24,552 37	
Income of surplus revenue and of similar funds appropriated for Public Schools,		\$7,991 97
Amount of voluntary contributions of board, fuel and money to maintain or prolong Public Schools, and for apparatus,		\$30,150 38
Decrease for the year,	\$820 63	
Income of local funds appropriated for Academies and Schools,		\$50,259 53
Amount received by cities and towns as their share of the income of the State School Fund for the School-year 1861-2,		\$45,034 50
Amount paid for superintendence of Schools and printing School Reports,		\$51,948 31
Aggregate returned as expended on Public Schools alone, exclusive of expense of repairing and erecting School-houses, and of the cost of School-books,		\$1,635,626 29
Increase for the year,	\$22,802 53	
Sum raised by taxes (including income of surplus revenue) for the education of each child in the State between five and fifteen years of age, per child,		\$6 44
Increase for the year,	\$0 03	
Percentage of the valuation of 1860, appropriated for Public Schools (one mill and sixty-eight hundredths),		\$.001-68
All the towns in the State have raised the amount (\$1.50 for each person between five and fifteen) required by law as a condition of receiving a share of the income of the State School Fund.		
Number of towns that have raised by tax the sum of \$3 or more, for each person between five and fifteen,		295
Decrease for the year,	5	
Number of High Schools in which the Latin and Greek languages are taught,		100

Number of incorporated Academies returned, . . .	57
Average number of scholars,	3,319
Amount paid for tuition,	\$68,131 98
Number of Private Schools and Academies, . . .	618
Estimated average attendance,	16,175
Estimated amount of tuition paid,	\$307,459 31

The perusal of the foregoing summary will disclose that, in the amount raised by taxation for the support of the Public Schools there was an increase of \$24,552.37; that in the aggregate amount expended on the schools, exclusive of erecting and repairing school-houses and the cost of school-books, the increase was \$22,802.53; that while the number of persons between the ages of five and fifteen was 2,772 more than in the previous year, the increase of scholars of all ages in the Public Schools was, in the summer 10,432, in winter 7,309, and the increase in the average attendance was 8,710 in summer and 7,325 in winter; and that the ratio of mean average attendance was .76, which is larger than in any previous year. The number attending the Public Schools under five years of age has diminished 1,340, and the number over fifteen years increased 1,600—both changes in the right direction.

One of the most encouraging facts appearing from the returns is that, while the increase of the whole number of teachers employed was, in summer 106 and in winter 51, there was a reduction in the whole number of different persons employed of 159. It is not so agreeable a task to add that there was a reduction in the average monthly wages of male teachers of \$2.32, and of female of \$0.60.

On the first of January, 1862, the amount of the school fund was	\$1,588,263 47
Add balance of income not expended, . . .	2,839 93
Add proceeds of sales of Back Bay lands, in October and November, 1862,	17,621 92
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	\$1,608,725 32
Deduct loss on eastern land notes, as explained in the last Report,	23,560 00
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And the balance of principal January 1, 1863, is	\$1,584,165 30

Thus showing an apparent loss to the fund of \$3,098.15, but a real gain of \$32,961.85 of productive capital.

The further sum of \$49,103.51 is due to the fund from the proceeds of sales already effected.

The income of the fund for the past year will be somewhat larger than that of the previous year, say \$93,500. After the abundant testimony of a quarter of a century to its beneficent effects, there would seem to be little need of argument in favor of guarding it most sacredly, or of its further increase.

When it is borne in mind that we owe to this fund the existence of this Board, of the Normal Schools, of Teachers' Institutes and Teachers' Associations; that its potent influence secures the prompt annual return of valuable statistics from every town in the Commonwealth, and the continuance there of a superintending committee of the wisest and best citizens, whose annual reports, filled with the results of careful observation and experience, are read in town meeting, or distributed to every family, and returned to this Board for a wider circulation in its Annual Report—as the ocean vapors make their circuit of air and earth to the ocean again—there can be no longer room left for doubt of its vital importance to the healthful action of our school system—not indeed as a relief from taxation and the most strenuous efforts, for such was not the design of those who founded it, or have advocated its increase—but as a stimulus to both. Its object is encouragement, and not support. And whenever it shall become so large that its income shall be relied upon as a substitute for taxation, it will have passed the limit of usefulness, and become a curse instead of a blessing. But there need be no fear of this result so long as our school population continues to increase as now, far more rapidly than the school fund will be likely to do from any known sources of income.

During many years of service as the Agent of the Board, the Rev. Mr. Northrop had become so fully and favorably known that the public expectation and preference were alike answered by his reappointment. In addition to giving valuable courses of lectures in the Normal Schools, and active service as instructor and lecturer in the Teachers' Institutes, he has employed much time in visiting schools and addressing public assembles in the various cities and towns. In this way he has visited more than 700 schools, and given 238 lectures and addresses; made 23 visits to the Normal

Schools ; attended 24 Teachers' Associations, and travelled more than 12,000 miles. No better proof can be afforded of the high estimation put upon his services than the fact that his appointments, in response to earnest invitations from every part of the State, are generally many days and often months in advance.

I do not propose to argue the importance, nay, the vital necessity of further appropriations for this branch of service. I could only repeat, with varied phrase, what has been better said by my predecessors. Besides, if the experience of the last twelve years has not put this matter beyond the need of proof, then all argument is useless. I only ask permission to express the opinion, that any attempt to withhold or curtail the appropriation as fixed by the General Statutes, would be an instance, than which none could be more marked, of that economy so forcibly characterized by the homely phrase, "penny wise and pound foolish."

Ample statements of the labors and plans of the Agent will be found in his accompanying Report.

Teachers' Institutes have been held as follows :—

At Holyoke,	March 31, 5 days ;	number attending,	. 125
Lawrence,	April 7, 5 days ;	" "	. 392
Uxbridge,	April 14, 5 days ;	" "	. 226
Attleborough,	April 21, 5 days ;	" "	. 130
Yarmouth,	Sept. 25, 3 days ;	" "	. 130
Williamstown,	Nov. 3, 5 days ;	" "	. 175
Fitchburg,	Nov. 10, 5 days ;	" "	. 228
Cummington,	Nov. 17, 5 days ;	" "	. 85

making an aggregate attendance of 1,491
and an average of 186, being a greater average attendance by 22 than in any previous year.

More than two hundred towns of the Commonwealth, besides several in the neighboring States, were represented, showing that the influence of these gatherings is widely extended.

The interest manifested by both teachers and the citizens has, I am informed, never been surpassed, and was all that could be desired. Not only were present large numbers of young and inexperienced teachers, but we were honored by the presence of many of our most distinguished educators, whose friendly counsel and commendations did much to strengthen our hands.

At Williamstown the recitations in the College were suspended and the sessions of the Institute attended by the president and professors and the great body of the students.

By mutual arrangement, the Institutes at Lawrence and South Yarmouth were held in connection with the regular meetings of the Teachers' Associations of Essex and Barnstable Counties respectively. These "re-unions" have been mutually agreeable and instructive. They have done much towards cultivating closer relations between the agents of this Board and the teachers in these counties.

The regular instructors at the Institutes have been : Rev. Mr. Northrop, Agent of the Board, Dr. Lowell Mason, Professor William Russell, Messrs. Sanborn Tenney, Lewis B. Monroe, and James C. Sharp, and Professor Samuel S. Greene. Valuable teaching exercises were given by Messrs. A. G. Boyden, Principal, and J. H. Schneider, Assistant, of the Bridgewater Normal School ; J. W. Dickinson, Principal, and J. C. Greenough, J. G. Scott, and Miss Malvina Mitchell, Assistants, of the Westfield Normal School ; by Mr. George N. Bigelow, Principal of the Framingham, and Professor A. Crosby, Principal of the Salem Normal Schools. Lectures or teaching exercises were also given by Messrs. D. R. Hagar, Principal of the Eliot High School, West Roxbury ; A. P. Stone, of the Plymouth High School, H. L. Boltwood, of the High School, and George A. Walton, of the Grammar School, Lawrence ; T. D. Adams, of the High School, Newton ; W. C. Todd, of the Female High School, Newburyport ; E. A. Hubbard, of the Williston Seminary, Easthampton ; H. R. Greene and J. K. Lombard, of the Worcester High School ; and L. W. Russell, of Fitchburg. Messrs. S. B. Ball, of Fitchburg, and E. H. Potter, of Providence, R. I., gave interesting lessons in penmanship. Dr. Dio Lewis, and Samuel W. Mason, Esq., aided by a noble class of boys from the Eliot School, Boston, rendered valuable aid in illustrating their several systems of school gymnastics.

Able and instructive lectures were given by Hon. D. N. Camp, Superintendent of Public Schools, Connecticut ; Hon. E. P. Weston, Superintendent of Public Schools, Maine ; Rev. Barnas Sears, D. D., President Brown University ; Gen. H. K. Oliver, Salem ; Rev. E. B. Foster, D. D., West Springfield ; Rev. A. B. Muzzey, Newburyport ; Rev. J. C. Bodwell, Woburn ; Professor

P. A. Chadbourne, Williams College ; Hon. George S. Boutwell and Abner J. Phipps, Esq., members of the Board of Education.

It has been the aim, in addition to the regular instructors, to secure the aid of as many other gentlemen as practicable, especially teachers of acknowledged ability and high standing, and thus to present to the classes assembled the ripest fruits of theoretical knowledge and practical skill, and to furnish to the young and less experienced teachers the opportunity of making the acquaintance of those who have achieved success in their profession, and of receiving inspiration from their presence and example ; and, moreover, to bring myself and the immediate agents of this Board into closer and more confidential relations with that large and intelligent class through whose living sympathy and cordial co-operation alone it can best accomplish its work.

The presence of the principals and teachers of the Normal Schools has done much to extend a knowledge of their character, methods of instruction, and advantages, and has been the means of influencing not a few pupils to resort to them.

Whatever of loss there may have been on the score of unity in the instructions given, has, I am sure, been doubly compensated by the greatly increased interest which the exhibition of such varied talents has occasioned. And I take this opportunity to tender my hearty thanks to the many distinguished gentlemen who have been willing to leave their several callings, often with great personal inconvenience, and contribute from their treasured stores of learning and wisdom to the success of the Institutes.

As the Normal Schools are under the supervision of committees of this Board, whose reports furnish ample accounts of their condition, little need be said respecting them in this Report. But having been present, with one or two exceptions, at the opening and closing of the terms of each, and made as many other visits as was practicable, I should be sorry not to add my personal testimony to the high degree of faithfulness and efficiency evinced by them all in their special work. Having the same end in view, each is accomplishing its work in its own peculiar way, with such differing lines of study and modes of training as are the natural result of the diverse mental habits of their earlier or present boards of instruction, or as best meet the wants of their several localities.

Long since have they vindicated the wisdom of their founders, and earned an honorable position as a vital and beneficent force in our Public School System. As at present constituted, with a limited support and brief courses of study, they can only be regarded as sources for supplying a higher grade of teachers for the Common and Grammar Schools, and of assistant female teachers in the Grammar and High Schools.

That such a supply does not fully meet the present wants, and must fall far short of meeting the future demands of our schools, is beyond a doubt. There is already an increasing demand for a class of teachers, especially females, having the advantage of a normal training, and at the same time of more thorough scholarship; a wider range of scientific and classical culture, than these schools can now supply.

This want has been partially met by the formation of advanced classes, composed of those pupils who, after finishing the prescribed course, continue at the schools pursuing higher branches of study, during one, two, and sometimes three terms. It has been deemed good policy to encourage the formation of these classes, although they involve some increase of expenditure, and much additional labor. With this policy, as a temporary expedient, I fully agree. But the question must soon press for consideration, whether the present course of instruction in the Normal Schools shall not be so modified and enlarged as to meet the full wants of the Public Schools of every grade. And it will be an important inquiry, whether this shall be accomplished by raising the standard for admission, thus obviating the necessity of increasing the time now devoted to the under-graduate course, by adding one or more terms to that course, or, as has been sometimes suggested, by establishing another school of a higher grade, to afford the needed facilities for a more thorough scholarship.

These schools are doing a great and good work ; and with their present means of support and limited time for the prescribed course, it is a matter of surprise that they accomplish so much. And that would be a stinted and narrow policy which should withhold the means of keeping them fully abreast in the future, as they have been in the past, of the public demand for well educated teachers.

In this connection I invite your attention to a brief consideration of the law (chap. 193 Acts of 1853, Gen. Stats. chap. 37)

providing for the establishment of forty-eight State Scholarships, "to aid in qualifying principal teachers for the High Schools in the Commonwealth."

For a full account of the proceedings of the Board under this law, of the number selected to fill the scholarships, and of those who have graduated, and of the amount expended, I refer to the last Annual Report.

Of the wise and beneficent design of this law, of its harmony with the spirit of the legislation of the Commonwealth from the earliest times, and of its favorable influence in inducing large numbers of young men to pursue a higher course of studies than are taught in the Public Schools, I have no doubt. At the same time, I cannot resist the conviction that it has not accomplished the specific purpose intended by its enactment in so full and satisfactory a manner as was anticipated. That purpose, let it be remembered, was the preparation of teachers of a high grade, and not the education of young men for other professions and pursuits, however useful or honorable. After considerable observation and reflection, I have become satisfied that the law must continue to fail of securing this result unless amended in several important particulars.

And in the first place, the mode of selecting the young men to fill the scholarships seems to me to be open to serious objection. As is well known, the candidates are required to present themselves before the Board of Education, at a meeting to be held in the month of March, with certificates that they are of "irreproachable moral character, free from any considerable defect of sight and hearing, and of good health and constitution," and that they "will be fitted for college at the next commencement." From the number thus appearing the Board and the Senator residing in the district select one scholar from each district entitled to a scholarship "whom, upon personal examination, they judge the most deserving and likely to become useful as a teacher." Now, this requirement of personal attendance is a serious draft upon the time and purse of many of the candidates, who are ill able to bear it, particularly those from the districts remote from the capitol, and the consequence is, that comparatively few from these districts and sometimes none make the application, leaving the scholarships to be filled by the larger number whose residence makes it easy to be present.

Again, the examination itself is not the best adapted to secure the most satisfactory selections. It must necessarily be brief and cursory, and have more reference to the acquisitions of the pupils in scholarship than to the possession of those traits, intellectual, moral and physical, which are needful to fit the candidate "to become useful as a teacher." Moreover, the examination is had at a period too early in the course of culture and development to be a safe ground of judgment. It is at a period when, in many cases, the mental and moral characteristics of the future man are but partially developed, when the pursuit in life is not chosen, and the character has not become fixed and settled. Hence it often occurs that successful candidates change their plans and never enter college; others, who enter, fail to maintain the required standing in scholarship or good conduct; while others still, who finish their college course creditably, are found not to possess the qualities and tastes essential to the successful teacher.

To obviate these objections, which I have no more than hinted at, I venture to suggest a mode of filling the scholarships, of which the following is a brief outline. Let, then, the scholarships be apportioned to the several colleges in some fair and equitable manner, perhaps in proportion to the average number of students in each, who reside in the Commonwealth, instead of dividing them, as now, among territorial districts; and let them not be filled till the close of the first or second year of the college course, when the intellectual ability and moral character will be more fully developed, when the student will be competent to decide, and, in most cases, will have decided, upon his future profession or occupation. Then let the candidate procure from the president and others of the faculty, who have watched his course and know him best, and forward to this Board, certificates of his rank as a scholar, of his habits of industry and application to study, and of his moral character, together with such other particulars as the Board may direct, in order the most fully to ascertain his fitness and capacity to "become a teacher." Let him also present a declaration in writing of his deliberate choice of teaching as his profession. With such testimonials, together with the proper proofs of a good physical constitution, it seems to me that the Board would have the means for making a far better selection than the present method affords.

One important advantage of the proposed plan is, that it looks to the aid of those who shall choose teaching as a profession. In this way the profession will be more distinctly recognized, both in our colleges and in the community, and young men will be encouraged to enter upon and pursue it, from the same motives that other professions are chosen and followed, as the way to distinction and honor as well as profit. In this respect there would be a marked change in the policy of the law, and one which cannot fail to commend itself to the favorable judgment of all.

Nor is the fact that the proposed plan does away with the method of filling the scholarships from districts a serious objection. At present the operation of causes already noticed, and the necessity of filling numerous vacancies occurring in the college course from the ranks of college students, prevent to a considerable extent the practical operation of the district system.

Besides, the object of the law is the preparation of teachers for the High Schools; and if this end be successfully accomplished, it matters little from what localities or points of compass within the State the teachers come. Again, the most ample scientific and classical attainments are not, at the present day, deemed the sole and sufficient qualifications of a good teacher. There must also be practical skill; there must be that knowledge of the most approved methods of teaching and of school management which is the result of experience, or such careful and thorough professional training as our Normal Schools are designed to give. The once popular delusion that any person is born a teacher, any more than a blacksmith or a lawyer, is happily exploded. Now our colleges do not furnish, nor do they profess to furnish, this training. Hence very many of the State scholars, after pursuing their collegiate course with success and graduating with honor, have been unable, after strenuous efforts, to obtain eligible situations as teachers, and have from necessity entered upon other pursuits. If, now, the law shall be so altered that, instead of permitting, it shall require, the student, after graduation, to attend a State Normal School not less than one term, he would be able carefully to review and make himself familiar with those branches of study which are required to be taught in the Public Schools, and also become acquainted with the best methods of teaching and of school discipline; he would acquire a far better preparation for his work, and something of that professional enthusiasm so essen-

tial to success, and would more readily secure employment. Should it be deemed unadvisable to increase the sum now advanced to each scholar, the amount might be so divided as to appropriate \$300 to the collegiate course, and \$50 for each term at the Normal School.

With the amendments now proposed, I believe the beneficent purpose of the law would be more fully realized, teaching would be more distinctly and emphatically recognized as a profession, many more of our young men would be induced to look forward to it as an honorable occupation, and so be led to make higher attainments in preparation for its duties.

With this brief and imperfect discussion, I beg leave, gentlemen, to commend this subject to your earnest and careful consideration.

Accompanying this Report will be found the usual selections from the town reports. I invite special attention to them. These reports give a life-like view of the practical working of our school system in every city and town in the Commonwealth ; and from a perusal of them can be best learned the value of that system, and the place it holds in the regards of the people. They embody a vast array of facts, of wise suggestions, sound reasonings, and earnest exhortations, from intelligent and patriotic men, addressed primarily to their immediate constituents, but worthy of being seriously pondered by all. From so much valuable and interesting matter, I have found it no easy task to make a selection suitable to the limits of the annual volume of reports. Gladly would I have printed more. In making these selections I have endeavored, as far as possible, not only to give the judgments of the authors, on the usual topics of discussion, but also whatever seemed to be new in suggestion, plan or method. In some instances I have not hesitated to copy the bold and frank statements of faithful committees respecting cases of palpable mismanagement and flagrant violations of the school laws. The criticism sometimes made that these citations are but annual repetitions of opinions and discussions, does not seem to be sound or just, when it is remembered that the object in printing them is to present the means of comparing the different towns with each other, and to make a permanent record of the annual condition of the schools, and the state of public opinion ; and also that, while the range of topics open to the committees is not wide, the topics themselves are vital

ones, calling for continual statement, and re-statement, in every possible form of illustration and argument. Here, as in a higher field of labor, it is only by giving "line upon line, and precept upon precept" that any substantial advance is made.

Of the violations of law spoken of there is one, occurring in some of our manufacturing towns, which deserves the serious consideration of those towns. I refer to the statute—chapter 42, sections 1, 2 and 3, General Statutes—respecting the employment of children in manufacturing establishments. This law is alike benevolent and wise. It is founded in the same grand idea which underlies our entire system of public polity,—that the State, for its own good, and as fundamental to its highest life, will take care that every son and daughter within its territorial limits shall be so far instructed as to be able to comprehend and discharge the duties of citizenship. This sacred trust is committed to each city and town, and the responsibility of fulfilling it is most grave and weighty—no less grave and weighty than the results are disastrous of a prevalent ignorance, with its twin issues of poverty and vice. From whatever cause it springs, whether the desire of increased profits on the part of the employer, or the desire of the child's wages on the part of the parent, surely there can be no more cruel robbery of the State on the one hand, and of the unfortunate child on the other, than that which filches from him the few brief weeks of time which this wise law allows for gathering the scanty store of knowledge which shall fit him for the decent discharge of his duties, and the common enjoyment of his privileges as a citizen and a man. I am happy to be able, from personal knowledge, to say, that in many of our largest incorporated manufacturing establishments, the united voice of the owners and managers is against such an employment of children as the law forbids, and that the cases which occur are the result of deception and imposition practiced by parents and guardians. But, on the other hand, there can be no doubt of the persistent and gross violation of the law in numerous establishments, situated in places less open to the public eye. These practices not only deserve reprehension, but they ought to be made to cease forever. The responsibility of seeing that this is done the law has placed upon the "school committees in the several cities and towns;" and in no other way can they better approve themselves worthy of their office, and of the thanks of all good citizens, than

by taking all possible care—by private and public admonition, and if need be, by vigorous prosecution—that in this most important particular, “the republic suffer no detriment.”

Truancy continues to be a topic of frequent and earnest remark in the reports of the cities and larger towns. The reports of my predecessors, beginning with the eighth of Mr. Mann, contain many valuable discussions of this topic, wherein the evils of truancy and non-attendance are ably depicted, and the people were urged to make all possible efforts for their suppression. Legislation was invoked, and laws were passed, in 1850 and several years following, which were consolidated in chapter 42, sections 4–8 of the General Statutes, giving authority to the cities and towns “to make all needful provisions and arrangements” concerning habitual truants and children not attending school; and “also such by-laws,” with suitable penalties, “respecting such children, as shall be deemed most conducive to their welfare, and the good order of such city and town,” with power annually to appoint “three or more persons, who alone should be authorized, in case of violation of such by-laws, to make the complaint and carry into execution the judgments thereon.”

Several of the cities and towns have availed themselves of this authority, and made successful efforts towards the suppression of the evils aimed at.

The legislature of 1862 passed an Act (chapter 207 laws 1862) as a substitute for sections 4 and 6, chapter 42 of the General Statutes, which is as follows:—

An Act concerning Truant Children and Absentees from School.

Be it enacted, &c., as follows:

SECTION 1. Each city and town shall make all needful provisions and arrangements concerning habitual truants, and also concerning children wandering about in the streets or public places of any city or town, having no lawful occupation or business, not attending school, and growing up in ignorance, between the ages of seven and sixteen years; and shall also make all such by-laws respecting such children as shall be deemed most conducive to their welfare and the good order of such city or town; and there shall be annexed to such by-laws suitable penalties not exceeding twenty dollars, for any one breach: *provided*, that said by-laws shall be approved by the superior court sitting in any county in the Commonwealth.

SECTION 2. Any minor convicted of being an habitual truant, or any child convicted of wandering about in the streets or public places of any

city or town, having no lawful occupation or business, not attending school, and growing up in ignorance, between the ages of seven and sixteen years, may, at the discretion of the justice or court having jurisdiction of the case, instead of the fine mentioned in the first section, be committed to any such institution of instruction, house of reformation, or suitable situation provided for the purpose, under the authority of the first section, for such time, not exceeding two years, as such justice or court may determine.

Approved April 30, 1862.

The fifth section was also amended (chapter 21, laws 1862) so as to make a choice of the officers therein designated peremptory.

The effect of this legislation has been to change the law in two important particulars. 1st, the two classes of offences, truancy and absenteeism, are more clearly distinguished and defined than before ; and 2d, that which was only permissive and optional in the former Act, is made an absolute requirement in the latter. This is a most important change. The principle of compulsory education is distinctly sanctioned ; and the right of the State to demand it, if need be, is clearly and emphatically asserted. Whenever and wherever any child of the Commonwealth, from the loss of parents or guardians, or from their weakness or wickedness, or his own, is absent from the Public School opened for his benefit, the duty is laid upon the city or town to take timely and efficient measures to remedy the evil.

In March, 1862, a valuable report on Truancy and Compulsory Education in the city of Boston was made by J. D. Philbrick, Esq., the able Superintendent of Public Schools, giving an interesting account of the progress of opinion on this subject from the time when the public attention was first called to it by Mayor Quincy, till it found an authoritative expression in the laws already referred to ; the act of the city adopting that of the State, with the necessary by-laws and the forms of legal procedure under them ; the statements of the truant officers as to the practical working and effects of the law ; and important counsels to teachers respecting the best modes of checking the disposition to truancy in their pupils and of reporting to the officers ; and closing with a summary of the results of the operation of the law in Boston.

Although having reference to a single locality, this document is exhaustive of the subject and valuable for general use. Its possession would be an important assistance to any town which

proposes earnestly to execute the law. Its length alone forbids my giving it entire. I must content myself with copies of the forms of legal procedure.

[Complaint.]

To one of the Justices of
the POLICE COURT of the City of Boston, within and for the County of
Suffolk, of the City
of Boston, in the County of Suffolk, Constable, one of the three persons
appointed by the Mayor and Aldermen of said City to make complaints
under the Statute of 1850, Chapter 294, and under an Ordinance of said
City, passed October 21, in the year of our Lord eighteen hundred and
fifty, adopting said Statute, in
behalf of the COMMONWEALTH OF MASSACHUSETTS, on oath complains
That

of the City of Boston, in the County of Suffolk, on the
day of in the year of our Lord one
thousand eight hundred and sixty- at Boston aforesaid, with
force and arms is a child more than six and less than sixteen years of age,
and neglects or refuses to attend school and absents himself therefrom,
wanders about and keeps himself in other places during school hours con-
trary to the commands of those having lawful authority and control over
him, and so the said says that the
said is an habitual truant.

And the said further complains that
the said then and there with force
and arms, is a child more than six and less than sixteen years of age, not
attending school, without any regular and lawful occupation, growing up
in ignorance.

against the peace of said Commonwealth, and the form of the Statute and
the By-laws of said City in such case made and provided.

SUFFOLK, TO WIT:

TAKEN and sworn to, this day of in the
year of our Lord *one thousand eight hundred and sixty-*

Before me,

{ *One of the Justices of the Police*
 { *Court of the City of Boston.*

[Warrant.]

SUFFOLK, TO WIT :

To the Sheriff of our County of Suffolk, his Deputies, the Constables and Police Officers of the City of Boston, in said County, or to any of the three persons appointed by the Mayor and Aldermen, to make complaints under the Act concerning truant children and absentees from School, 1850, Chap. 294.

GREETING.

THESE are in the name of the COMMONWEALTH OF MASSACHUSETTS, to command you, and each of you, upon sight hereof to take and bring before one of the Justices of the Police Court of the City of Boston, within and for the County of Suffolk, at

the bod of

of Boston aforesaid

if he be found

within your precinct, to answer to the Commonwealth, on the complaint of of said Boston, one of the persons

appointed to make complaints concerning truant children, under said Act, this day made on oath, before said Justice of the said Court, that the said

is an habitual truant, and upon the further complaint, made as aforesaid, that the said

is a child of an age between six and sixteen years, not attending any school, without any regular and lawful occupation, growing up in ignorance,

against the peace of said Commonwealth, and the form of the Statute, and of the By-laws of the City of Boston, in such case made and provided. Hereof fail not, at your peril.

WITNESS, my hand and seal, at Boston, this day of in the year of our Lord one thousand eight hundred and sixty-

{ *One of the Justices of
the said Police Court.*

[Summons.]

SUFFOLK, TO WIT :

To the Sheriff of our County of Suffolk, his Deputies, and the Constables and Police Officers of our City of Boston, or any of the three persons appointed to make complaints under the Act of 1850, Chap. 294 concerning truant children, and absentees from School, and the Ordinance adopting the same, and the Acts and Ordinances additional thereto.

GREETING.

THESE are to command you, and each of you, in the name of the COMMONWEALTH OF MASSACHUSETTS, to summon

to appear forthwith before either of the Justices of the Police Court of the City of Boston, within and for the County of Suffolk, to give evidence, on behalf of said Commonwealth, of what they know relative to a complaint this day made on oath by

against

under the Act of 1850, Chap. 294, concerning truant children and absentees from school, and the ordinance adopting the same, and the acts and ordinances additional thereto. Hereof fail not, and make due return of this Writ, with your doings thereon.

WITNESS, my hand and seal, at Boston, this
day of in the year of our Lord one thousand eight hundred
and sixty-

Justice
of the said Police Court.

[Mittimus.]

SUFFOLK, TO WIT :

To either of the persons authorized by the Mayor and Aldermen to make complaints under the Act of 1850, Chap. 294, concerning truant children and absentees from School, and the Ordinance adopting the same, and the Master of the House for the Employment and Reformation for Juvenile Offenders in our said City.

GREETING.

THESE are in the name of the COMMONWEALTH OF MASSACHUSETTS, to command you, the said Sheriffs, Deputies, Constables, and each of you, forthwith to convey and deliver into the custody of the Master of said House, the body of _____ of said Boston, a minor, who now stands convicted before one of the Justices of our Police Court, within and for the City of Boston, of being a

—and it appearing to our said Justice, that the said _____ is a proper object for confinement in said House; it is therefore ordered by our said Justice, that the said _____ be placed in said House, for the term of _____ from the date hereof, there to be kept, governed, and dealt with according to law. And make return of this precept, with your doings thereon.

And you, the said Master, are hereby commanded to receive the said _____ into your custody in our said House, and _____ there safely keep until _____ shall _____ or he be otherwise discharged in due course of law. Hereof fail not, at your peril.

WITNESS, my hand and seal, at our City of Boston, this
day of in the year of our Lord one thousand eight hundred
and sixty-

*One of the Justices of
the said Police Court.*

In the last Report a series of statistical tables, compiled with much care, was given, showing the ratio of increase in the attendance upon the Public Schools, and of taxation and expenditure in their support, as compared with the increase in population and wealth during the period of twenty-five years. Sketches were likewise given of the various educational institutions and agencies which originated in connection with the influence of this Board during the same period. These tables and sketches furnish, so far as historical and statistical statements can do, the means of estimating the progress of education among us, in respect to organization and movement. But there is an interior and more vital aspect,—that which relates to the formation and progress of that public opinion, which vitalizes and gives direction to all organization and movement; which has demanded more commodious school-houses, better illustrative apparatus, improved textbooks, gradation in the schools, and a far more strict and discriminating supervision of them; which has called for higher qualifications on the part of teachers, and has inspired them with a generous professional enthusiasm; which has led our youth to prize more highly and improve more assiduously their advantages; and which has taught our people to submit with alacrity to the increased taxation which the enlarged demands of the Public Schools require, rather as a blessing than as a burden, from the full conviction that whatever sums are thus raised and honestly and judiciously expended, are a direct contribution to a higher public morality, to an enlarged skill and power of production, and to the general thrift and prosperity.

It would be an agreeable task to dwell on these and similar subjects of remark, and not without its advantages, in enabling us to avoid past mistakes and in furnishing stimulus for future effort. But leaving these, I venture to call attention to one or two topics of more pressing importance at the present moment.

And I refer in the first place to the subject of Graded Schools. This not a new theme; and I should not recur to it, were I not painfully convinced that there are large portions of the Commonwealth where it has not received that consideration which its importance demands.

The principle involved in the Graded School, as distinguished from the Mixed School, is the simple one of the division of labor, whose adoption in every other department of industry has so

enhanced the skill and multiplied the power of production of the present over all past generations. It is simply arranging children of the same age and similar attainments in separate schools, or in separate departments of the same school, under a teacher carefully selected, so that the instruction and discipline suited to one shall be equally adapted to the whole, to the end that all waste of time on the part of the teacher, and distraction of attention on the part of the pupils may be avoided. That a system of schools, arranged and conducted on this simple principle of classification, possesses vast economical advantages, to say nothing of others, over that in which pupils of all ages and every degree of attainment are collected into one promiscuous assemblage, needs but the slightest inspection to show. A single day's time spent in each would be sufficient to banish all doubt. Let the most stubborn opponent of what he stigmatizes as modern innovation, peruse the following life-like description of a single day's work in the Common, Mixed School, which I extract from the able report of the school committee of Amherst, and I think he will agree with the author that whatever good things such a school accomplishes, economy of time and labor, thorough instruction and careful mental and moral training will not be of the number.

“ Instead of the thirty pupils, as above, formed into one properly associated class, the same number are from necessity classed as follows :—

1. Two children of five years of age, who are now to battle with the most appalling difficulties in the whole work of their education, the acquisition of the alphabet, with such aid and comfort as can be afforded by a fearfully whiskered man, whose head, heart and hands are full of multitudinous duties, and in ten minutes of daily assistance.

2. A class of three, who, by tender nursing and intense exertion of both eyes and ears, are to be inducted to the incomparable mysteries of the pictorial primer. No less than ten minutes, twice a day, (or twenty minutes) will suffice to awaken this class from their slumbers, to arouse a consciousness of responsible action, bring them to the crack in the floor, arrange them in order, find their places in their books, explain the pictures, excite their interest in the wondrous bird with big eyes, and then to make them comprehend the sentence, ‘Owls can see in the dark.’ After which they are to be quietly guided back to their seats, placed in positions where they can be watched, and every uneasy motion kept under due restraint, till their older brothers or sisters are at liberty to protect their homeward retreat.

3. Twenty minutes a day must be devoted to this class of six, who, having survived previous toils and perils, have become accomplished in spelling out words of one syllable, and in an almost inconceivable amount of mischief imbibed in the process of their ambitious imitation of the words and ways of those higher up the hill of science.

4. Quite one-half hour is necessary to conduct two exercises daily for the next class of eight, who are able to read in one level tone of voice the arrangement of words which are presumed to be simple sentences—intended to be such by the author,—and in addition, to spell words which are classified according to their equality of syllables, and uniformity of accent, as well as to commit the table of abbreviations, and enumerate the sounds of the letters.

5. An equal allotment of time seems imperatively required by a class of two, who are too tall and too old to look well in class four, and who, in the judgment of their parents, fail to become brilliant scholars only for the reason that they are kept back by their teachers, and forced to associate with those below them.

6. The single consideration that days are no longer than nature has made them has overcome the teacher's sense of propriety, all notions of congruity he ever entertained, his wishes, judgment and conscience, so far as to collect the remaining eleven members of the school, and to blink the falsehood of calling them the '*sixth class*.' One of whom pronounces with tremulous interest, and the most delicate appreciation, the words selected from the best writers; whose intonations are unmistakably instinct with thought and refined emotion; and by her side stands her equal in years, her superior in stature, spelling his long words, and grinning at his own blunders, in stupid defiance of the smiles they may provoke from others. Next in the row is the brilliant eye of the wit of the school, who comprehends all his lessons without study, full of action to overflow, in every exercise; and next, the heavy cheeks that are so hopelessly impervious to what was not made to eat. Long and short, those who are already brilliant thinkers, and those almost incapable of thought, the ambitious and the reckless, the mathematician from his algebra, and the mathematician who solves his utmost problems on his fingers, the delicate and the rude, the wit and the clown, come together in this sixth class, to read, to spell, to analyze the sounds of our language, to cultivate their voices to graceful, fluent, energetic, spirited expression; and inasmuch as twenty-four hours each day would be too little time to train them to any valuable accomplishment, the teacher compromises with his conscience, and allots the "class" one hour daily.

7. A class of three have arrived at that power of mental application which is deemed sufficient for commencing the study of geography. And

helping them to spell the hard names encountered, the teacher devotes a portion of his time daily to such recitations as they may prepare.

8. A third class have studied geography for one term previously, and should have a separate recitation. It would not do to offend parents, and discourage the children by classing them with the beginners.

9. A third class in geography have made various advancement heretofore, and embrace (like class sixth in reading) such as must recite together or not at all. Not less than fifteen minutes daily should be devoted to each of these classes in geography; which amount of time, in addition to that allotted to the reading and spelling as above, makes the aggregate thus far, (with fifteen minutes allowed also for recess and interruptions) four hours.

10. Now comes the great work of every such school—arithmetic. From those who are beginning the study of written arithmetic to those who are reviewing it for the last time, materials can possibly be selected for three classes, sufficiently near each other in their course to be able to comprehend exercises conducted in class, and a half hour devoted to each might secure some measure of success. Now we have a half hour left for the following ‘indispensable’ duties of the teacher. Two or three pupils in algebra demand some portion of his attention. The school committee, some of the parents, and several of the pupils, have considered English grammar necessary; this must be looked after. History of the United States is quite useful, in the judgment of intelligent and patriotic parents, and quite interesting to our incipient rulers themselves. The branch of writing certainly must not be neglected. Mental arithmetic, in thorough exercises, is indispensable. Some time must be given to general instruction upon manners and morals. Good order is to be maintained. The wayward must be reasoned with, lectured, perhaps flogged; the timid must be encouraged; the halting must be assisted; the mutual relations of the pupils must be watched and regulated by the principles of morality and politeness; the recitations must be conducted with such spirit as to animate as well as to instruct the class; the idleness and disorder of the portions of the school who have neither interest in the recitations in progress, nor ability to interest themselves in their books, must be constantly corrected; interrupting questions must be kindly answered; the teacher must avoid insanity out of regard to his own reputation, and bear the accusation of not earning his money, while he does all that man can, and leaves necessarily undone what none can do—to wit, educate the pupils in any one of the studies.

This is no exaggeration, and the absurdity of such school arrangements, where they can by any possibility be avoided, is not at all abated by the accident that so many of the citizens of Amherst have voted for them in past years.”

And, gentlemen, those of your number who, like myself, have wasted many an unblest hour of childhood as pupils, and, perhaps, spent many a toilsome month as teachers in such a school, will bear witness that this is no caricature; nor is it, I am sorry to add, a picture of the past only, but a faithful account of what is passing to-day in many hundreds of districts in the Commonwealth. Nor is it true, as some suppose, that the Graded School is a novelty or an innovation. The law of 1647—the first in our legislation, and the noble foundation of our system of Public Schools—distinctly enunciates the principle of gradation, when it obliges one class of towns—of limited population—to “set up” a school in which reading and writing shall be taught, and another class—having one hundred householders—to “set up,” in addition to these, “a Grammar School, the master thereof being able to instruct youth so far as they may be fitted for the University.” And, from that day to this, we have not wholly lost sight of this wise provision; and it is matter for profound congratulation that we are surely, but quite too slowly, restoring it to its full and just sway. Not only in the cities, but in large numbers of the towns, the system has been wholly or partially adopted, so that more than a moiety of the children of the Commonwealth are enjoying its advantages.

I am aware that strong opposition is made, in many towns, to Graded Schools, from the fear of increased taxation. There is no necessary connection between the two. If the proper test of results be applied, they will be found to be the most economical. A given sum will accomplish more expended in this way, than in any other. It will give longer and better schools, more instruction and of a better quality. Indeed, if the quality of the instruction given has its true place in the estimate, I doubt if a more wasteful mode of expenditure can be devised than that which obtains in so many of our towns. Let these towns, now minutely subdivided into school districts, so change their system as to establish so many, and only so many, schools, of different grades, as the character and number of their children of school age demand, and they will soon discover an astonishing improvement in the efficiency and power of their school system, with no greater expenditure than as now conducted.

And this brings us face to face with that feature in our school system which, more than all others, stands full in the way of

further advance, not only in respect to the matter under consideration, but to nearly every other. I need not say that I refer to the school district system. So often and so largely has this topic been presented to the public in every conceivable mode of address, it may be asked, why allude to it again? Why risk the imputation of bad taste and worse sense by the attempt to secure attention to a subject with which it may have become thoroughly wearied? True, it is not a pleasant task to speak to unwilling ears, or to argue against settled prejudices or opinions. But I have not learned that among the duties imposed by the laws upon your Secretary, is that of withholding the expression of his clear convictions of what he believes to be important because the subject-matter may not be new, or the utterance may be unpalatable. I am no theorist. I am wedded to no schemes of fancy or abstract reasoning. Education is a practical business; of all others the most practical; and as such, in all its phases, I would treat it. The opinions which I entertain on this subject have been formed after years of experience and observation, as pupil, teacher, and member of the school committee, in the city and in the country. And it is because that I honestly and most firmly believe that the subdivision of the towns into numerous and, in the majority of cases, small school districts, presents the most formidable obstacle to any considerable improvement in their schools, that I invite the attention of the people to the question of abolishing them, not with the intention of presenting any new course of argument, but of re-stating, with all brevity, and as far as possible in their own words, some of the reasons which have been heretofore urged in its favor by my predecessors in office.

1. The district system stands in the way of a more perfect organization of the schools. Of this I have already sufficiently spoken.

2. It does not secure so high an order of instructors as the town system.

The prudential committees, chosen as they are, by the districts, and having no responsibility to the town, and with little inducement to qualify themselves, are not, as a class, so familiar with the best methods of teaching, and the qualifications requisite to make a good teacher, and their selections are not so carefully and judiciously made.

3. Under this system there is a more frequent change of teachers than under the other.

4. It perpetuates a class of school-houses utterly unfit for use—hundreds of which still remain, a standing reproach to the common sense of the people who suffer them to exist.

5. “It is the occasion of unjust distinctions in respect to school privileges between the children of the same town.”

The schools are supported from a common fund, raised by an equal taxation on all the property of the town; and the *theory* is that all the children are entitled to equal privileges; but the *fact* is that great inequality prevails. The districts differ in numbers, in wealth, in intelligence and in public spirit; and hence there is a great diversity in the school-houses, in school furniture and apparatus, in the qualifications of teachers, in the length of the schools, and in the spirit which pervades them.

To guard, in some measure, against these inequalities, numberless methods, often of doubtful justice and propriety, are resorted to for the distribution of the school money. But the difficulty is in the system itself, and no such expedients will more than partially succeed to remedy it, and most must fail altogether.

And here I wish to call the attention of the town committees to the fact that it is in their power to do something to diminish these inequalities. I refer to the income of the school fund annually distributed to the towns. The proportion of each town, although paid over to the treasurer, is not subject to the order of the town. The town has no control over it, and no right to dispose of it; and the common practice of adding it, by vote, to the money raised by taxation, to be distributed in like manner, is an illegal one.

“The income of the school fund, received by the several cities and towns, *shall be applied by the school committees thereof* to the support of the public schools therein, but said committees may, if they see fit, appropriate therefrom any sum, not exceeding twenty-five per cent. of the same, to the purchase of books of reference, maps and apparatus, for the use of said schools.” This language is explicit and *imperative*. It not only confers the right, but it imposes the manifest duty upon the committee of applying this income to “the support of the public schools.” I respectfully urge the importance of a faithful and fearless discharge of it; and suggest that no more wise and judicious disposition of the income

can be made than to expend annually the part designated by the statute in the "purchase of books of reference, maps and apparatus for the use of the schools," until every one within their jurisdiction is well supplied; and to divide the remainder among the whole or any number of said schools, in such proportions as shall best aid in giving equal privileges to all.

6. "The district system is much more expensive, in proportion to what it accomplishes, than the opposite system."

1st. Because contracts are made, and the money is expended by agents who are not chosen by the town and have no responsibility to it.

2d. Because the process of subdivision under it has been carried so far that a large number of schools are allowed to exist which are too small to be of any practical value.

I have not the means of giving the number of such schools at the present time.

The returns for 1849, quoted by Dr. Sears in the 16th Annual Report, gave "twenty-five schools whose highest average attendance amounted to only five pupils; two hundred and five whose highest average attendance was only ten; five hundred and forty-six in which it was only fifteen; one thousand and nine where it was only twenty, and one thousand four hundred and fifty-six where it was only twenty-five." Dr. Sears adds, in a note, the following: "In thirty towns, whose statistics I have particularly examined, and the whole number of whose districts is three hundred and forty-five, there are one hundred and ninety-three (that is more than one-half the number of all the districts) in which the *whole* attendance of the respective schools varies from five to twenty-six, and of these one hundred and ninety-three districts, there are ninety-five in which the whole attendance fluctuates from five to fifteen inclusive." Now, when it is considered that the best judges unite in the opinion that a single teacher in a well-graded school can profitably take the charge of forty pupils, it is easy to calculate the enormous waste occasioned by such a subdivision.

Doubtless there has been much improvement since the date of the above returns. Many towns have wisely changed their system, and reduced the number of their schools to the wants of their population. But it is painful to confess that in a large number there has been no improvement whatever in the particular under

discussion. Indeed, it is my candid opinion, formed from the best means of information at my command, that in a majority of the towns where the district system still prevails, more than twenty-five per cent. of the school money is wasted, from the operation of such causes as I have named.

7. This system, with its cumbrous machinery of town and prudential committees, and a divided jurisdiction, is the source of more violations of the school laws than all other causes combined.

The choice of prudential committees by the districts, without the annual vote of the town; the holding of district meetings without competent notice, and the failure to describe the district territory by metes and bounds, to maintain a legal organization and to make legal assessments, are familiar instances of such violations.

8. To these and other causes must be attributed the disagreements and often open contentions which are constantly occurring, to retard the progress and diminish the usefulness of the schools, and sometimes to break them up altogether. The every day correspondence of this office bears ample testimony to this disagreeable fact.

Such is a brief and imperfect statement of some of the objections to the continuance of the district system. Others might be urged, but it would seem that a careful consideration of the foregoing, with the practical commentary which every day's experience is furnishing, could not fail to shake the convictions of any unprejudiced mind. For, after all, experience is the true test. That system will prevail in the end which furnishes the best education at the least cost. And to this test I confidently appeal. I do not overstate when I assert that wherever the experiment has been fairly tried it has been most satisfactory, and no persuasions would induce the people to return to the old system. Could the most strenuous opponents of a change be induced to visit one or more towns, which have adopted the town system, or where it has never been abandoned, and carefully examine its practical working, and compare its results with the opposite system, I would cheerfully submit the case to their decision.

In the discussions upon this subject in which I have participated, I have never heard it denied that the schools and school advantages would not be better under the town system than under

the district. But the argument has proceeded from an undefined fear or dislike of change. It has been said the district schools did good service for our fathers, and why cast them off now? But the question to be settled is, not what served the purpose of a past age, but what will best give the education required by the present, with its demand for an increased amount of knowledge, in a greatly multiplied number of branches, and all in far shorter time than was formerly allowed. Surely we do not reason thus in other matters. No man who urges this objection to improved schools would risk his reputation for common sense, or even for sanity, by refusing to take his seat in a railway car because the stage coach, or the saddle and pillion answered a very good purpose for his ancestors. Again, the proposed change is often opposed from the apprehension of increased taxation for new and improved school-houses. The change of system will not call for new school-houses, provided the present ones are in the proper locations, and are fit for use. These conditions failing, the erection of suitable houses in the appropriate places is not to be counted a burden, or a loss, but a wise and economical investment of capital, for the securing of enlarged annual returns. The farmer does not complain of a tax or burden when he hangs up his sickle for the last time, and invests his money in an improved McCormick's reaping machine. The thriving settler on the western prairies does not complain of that as a burden which has driven him to forsake the log-hut, which sheltered him so long, for the sightly mansion which his increasing family requires, and his growing wealth enables him to build.

Moreover, it is worthy of remark, that in a large number of cases, where the districts are small and feeble, and the school-houses worthless, the erection of new ones will be a relief from taxation, inasmuch as the expense will be equally assessed on all the taxable property of the town.

But the objection most frequently urged is, that the proposed change will seriously curtail the rights of the citizens. It is said that the school districts are miniature democracies, where the people are accustomed to do their own business in their own way, and that any interference is an impertinence and an offence; and that here they are trained to exercise the rights and discharge the duties of free men in other and higher spheres. This objection, if well founded, is a serious one, and should not be treated

lightly. Let us examine it. What, then, is the school district, and what are its powers? The district is a portion of the territory of the town, with the inhabitants thereon, defined by metes and bounds, created by a vote of the town, and liable to be abolished at any time, in like manner. It has the power, under certain statute restrictions, to locate, build, and keep in repair, a suitable school-house for the use of the school, maintained by the town within its limits, and for this purpose may lay a tax on the property and polls of its members. It may, if the town annually grant the permission, choose a prudential committee of one or three members, to carry out the above named powers, and also to act as the agent of the town, in hiring teachers and procuring fuel for the school. And here its powers and duties end. Except in the sole matter of building and maintaining a school-house, it has no independent power, and even in this particular there is no option. For, if the district neglect or refuse to act, the town will provide the house, and tax the people of the district. In all other respects the district is only the agent of the town. The teacher is the servant of the town, paid by it, and subject to its control. The school is the town's school, entirely under its regulations. The statute obligation of maintaining the school rests upon the town alone.

Thus it appears that the district is only a "quasi corporation" of the feeblest and most limited powers, and its lease of life, for the exercise even of these, is a lease at will, liable to be terminated at any moment. In the language of the Supreme Court, it is "a corporation, not only very limited in its powers, but also of precarious existence." It has no political functions or rights whatever; it affords the smallest possible field for the "transaction of the people's business in their own way," and none at all for the exercise of political rights preparatory to a broader field.

For the exercise of such rights we must look to the town. This is indeed a true democracy. It is the unit of our political system. All below the town is fractional and incomplete, and all above—the county, state and nation—are but multiples of this. Its citizens are a true "corporation and body politic," and as such are clothed with important powers. They choose representatives state and national, selectmen, assessors, constables, collectors and school committees; raise money by taxation for building roads, for maintaining the poor and supporting schools, and in open

meeting by "voice and vote" decide upon all questions of municipal concern.

The towns are one of the four institutions (the others are the congregation, the school and the militia) which, in the language of the elder Adams to the Abbé de Mably, furnish "a key to all this [the revolutionary] history"; and which ought to be amply investigated and maturely considered by any person who wishes to write with correct information on this subject; for they have produced a decisive effect, not only in the first controversies in writing and the first debates in council, and the first resolutions, to resist in arms, but also by the influence they had on the minds of the other colonies, by giving them an example to adopt, more or less, the same institutions and similar measures."

"The consequences of these institutions [the towns] have been, that the inhabitants, having acquired, from their infancy, the habit of discussing, of deliberating, and of judging, of public affairs, it was in these assemblies of towns or [municipal] districts that the sentiments of the people were formed in the first place, and their resolutions were taken from the beginning to the end of the disputes and the war with Great Britain."

Here, then, and not in the school districts, do we find the true place for the originating, discussing, and settling of all plans and courses of municipal action; and here is the true forum where our young men are to acquire that familiarity with the transaction of public affairs, and that practical training which shall fit them for the discharge of the higher duties of statesmanship in other and broader spheres of action. And what subject for municipal action can challenge a comparison, in its importance, with that of the education of the young? What requires a more careful and intelligent consideration by the whole assembled people, than all the circumstances and conditions which should govern their action in raising money and choosing suitable agents to support and superintend their schools? Surely this subject, of all others, should command the freest, the most vigilant and intelligent action of the whole people; and any thing which tends to hinder or to clog such action, can work "only evil, and that continually." The district system is such a hindrance and clog, and the day when it shall cease forever and the towns shall resume their just rights and a normal action, as fully in regard to their Public

Schools as to every other department of municipal action, will be an auspicious day for the cause of education in the Commonwealth.

Other topics remain, which I had designed to present with considerable fulness of detail, particularly that which relates to the superintendence of the public schools; the claims of language, especially the English language, for a more liberal culture, and the call of our times for a more thorough and systematic moral and religious training. These I reserve for a more full investigation and discussion at a future time.

In concluding this Report, I cannot refrain from expressing the feeling of anxiety with which I look to the action of the towns in the vital matter of school appropriations. No reports have come to this office of such action, since the taxation created by the present rebellion has begun to be seriously felt. One or two instances were reported of most remarkable reductions of school appropriations, in anticipation of burdens not then created. Such evil precedents will not be generally followed, and it is to be hoped will not be repeated by the towns in question. But it cannot be disguised that there is a strong temptation to ill-advised action, which must be followed by disastrous results. At such a time, pleas for economy and retrenchment are popular. And when the subjects of retrenchment are sought for, none more readily presents itself than the Public School. Many whose possessions are large, and with no personal interest in the school, suggest the plan, and others, who do not comprehend its bearings, follow suit, and the work is begun.

Wages are reduced, the superior teacher is exchanged for a cheaper one of inferior grade, the schools are shortened, improvements are stayed, and progress is arrested, to await the time, it is said, when the burdens which the war has imposed, can be thrown off. But if we shut the hand for such a cause, is it not well to inquire when the time will come to open it? The war is not finished, and the time of its end is hid in the future. The national debt, which, on the first day of July, 1862, was \$511,644,274, is rapidly increasing, and will be doubled on the first day of next July. Shall we continue to reduce our school appropriations as the public debt increases? Shall there be no further progress till the debt is paid? The generations of children quickly pass. Are we prepared to take the responsibility of sending the present generation of school age upon the stage of active life, burdened

with an enormous debt of our contracting, such as neither we nor our fathers have borne, with diminished intelligence and skill, and enfeebled powers to bear the load ?

The folly and wickedness of the father and mother who would stop the growth of their offspring, and make them dwarfs forever, to avoid the increasing charge of feeding and clothing them, are only paralleled by that which would stop the intellectual growth, and cramp and shrivel the moral and spiritual natures of a whole generation, in order to escape an increased annual taxation of a few mills on the dollar.

But there is another view. This war which taxes us is not so much a war of men as of institutions. It is the fearful impinging upon each other of two diverse and hostile civilizations, the grand characteristics of which are, the intelligence and freedom of the masses in the one, and the ignorance and slavery of the many in the other. And shall we, who boast of the superiority of the former, fail to keep open, and flowing to the full, the fountains of that intelligence and virtue, which are its right eye and strong right hand ? When the enemy is storming the ramparts, shall we, with a suicide's hand, sap the citadel ? When our young men, trained in our free schools to a lofty patriotism and heroic valor, turn their faces from the homes of their childhood, and go forth with a cheerful courage to the dreadful conflict, shall we who remain behind, enduring no hardship, and even failing in no luxury, suffer any of those institutions to languish for the want of a generous support, for which they are freely pouring out their life blood ? Is not this of all others the time—when the pressure and strain are upon us—to rise with the occasion, and rally around our free institutions, at home, as well as in the field of battle, and redouble our efforts to support them ? Let us then not falter, nor hesitate to submit to any sacrifice ; let us retrench, if need be, in every thing else ; nay, let us dig, beg, do any thing but steal, that we may provide the means of keeping wide open the doors of our free schools on every rood of territory covered by the flag of our fathers.

JOSEPH WHITE.

BOSTON, January 9, 1863.

REPORT OF THE AGENT.

To the Board of Education :

You expect me to continue the unwelcome business of fault-finding, begun in my last Report, and speak again on "The Defects existing, and the Improvements needed in our Public Schools." But the limits which I have prescribed as appropriate for this Report, will permit me to discuss but few of the many important points suggested by observations in towns and schools in all parts of the State. The patriotic exertions of our people, the absorbing excitements and disturbing influences incident to our determined struggle for national existence, instead of interrupting or embarrassing our schools, as was feared by some, have manifestly strengthened the popular appreciation of education as the primal source of our prosperity, power and success, alike in peace or war. In no former year have I received more encouragement and cordial co-operation from teachers and committees, or stronger proofs of popular interest and sympathy in these efforts to advance the great cause of public instruction. My acknowledgments are due to those who have thus rendered valuable aid in facilitating my work. I must beg the indulgence of other teachers and committees for some unavoidable delay in responding to their invitations, which although always welcomed, have been more numerous throughout the year than could possibly be accepted. This delay will not seem unreasonable to those who consider the extent of my field, and the share of time devoted to lecturing in Teachers' Institutes and Normal Schools, and those varied and more general duties which cannot well be given in a statistical form. I have visited all the counties of the State during the year, except the Island counties. The following summary will indicate the details of my work :

Number of lectures and public addresses, 238 ; schools visited, 704 ; visits to towns, 138 ; visits to Normal Schools, (not included

in the above,) 23 ; Teachers' Associations attended, 24 ; miles of travel, 12,043 ; estimated number of children addressed in schools and in gatherings of school children, 34,000 ; letters written, 652. Having become personally acquainted with teachers, committees, or friends of education, in almost every town in the State, the call for official correspondence on various educational questions, has demanded an increasing amount of time.

IMPORTANCE OF PERMANENT TEACHERS.

In chemistry, in the arts and agriculture, experiments, however expensive, are often necessary and useful. Persevering trials and repeated failures usually precede, and sometimes suggest valuable inventions. But of all experimenting, the most needless, costly and fruitless, and yet the most common, is the practice of "placing a new hand at the wheel" annually, or even twice a year, in our school-houses. When passing through Hurl Gate in a storm, some months since, I observed how much the apprehensions of timid passengers were quieted by the simple statement, "our good captain has run safely on this sound for forty years." The assurance that an experienced hand guided the helm, at once inspired hope and confidence. But if false economy, prejudice, caprice or favoritism placed new captains or pilots twice a year on our noble "Sound Steamers," how soon would they be condemned and forsaken by an indignant public. And yet not a few prudential agents in our districts, from mere whim, or pique, or more often from open nepotism, practice a system of change in teachers which introduces confusion, waste, weakness, discouragement, and often retrogression, in the place of system, economy, efficiency and progress. This is the prolific source of most serious defects now hindering the usefulness of our schools. True there has been an encouraging advance for some years in respect to the permanency of teachers. But my own observation convinces me that there is a pressing need of far greater progress in this direction.

There are still many towns which retain the old system of semi-annual changes, male teachers in the winter and female in the summer, and even in each successive summer and winter, in some towns, the same teachers are seldom re-employed. In such places I find the schools in the lowest condition, with no uniform methods, or well arranged plan consistently and persistently sus-

tained. This system, or rather want of system, is to so great an extent sacrificing the benefits of experience and hindering thoroughness of instruction, that the subject demands the consideration of the people. In no other way can the genuine improvement of our schools be so easily and economically secured, as by employing better qualified and more permanent teachers.

It often requires nearly a term to initiate a new teacher into the policy of the school committee, who officially direct his course. He cannot perhaps in less time correct the mistakes and bad habits formed under his predecessor, and get his own plans and processes fully into operation, and the result is very likely to be neglect of system. The conviction that there will not be time to carry out any settled policy, and that if commenced, it may be wholly counteracted by an incompetent successor, discourages the attempt. It has long been a conceded point among successful teachers, that a second term in the same school is worth at least one-third more than the first. The school-room is the most unfortunate place for those experiments which "rotation in office" must here involve—entailing a dead loss of more than thirty per cent. of the expenditures made for schools.

A teacher must learn the characters of his pupils, intellectual and moral, before he can successfully teach them. He must make each child a study, and discover both the faults and excellencies of his heart, and the difficult and easy processes of his mind. He must avail himself of every means to find out his entire character, as a discriminating physician watches closely all the symptoms of his patient, in order to understand what ought to be done for him. Until he knows the peculiarities, the attainments and wants of each pupil, he cannot adapt himself to them, and must work in the dark. There is a great variety of methods of illustrating and simplifying each branch and lesson, and only the teacher who understands both his profession and the character of his pupils, can adapt these countless varieties of method to the endless diversities of mind and character. The difficulty of understanding little children, is exceeded only by its importance. The internal history of a child is veiled from us, because it no longer lies within the view of our present consciousness and experience. In our eagerness to "put away childish things," we too soon forget how we "spake as a child," "understood as a child," and "thought as a child." By putting himself in the place

of his pupil, and becoming literally child-like, renewing his youth, and by the help of imagination where memory fails, reproducing his own early feelings, impressions, difficulties, and varying experience, the teacher can best prepare himself to appreciate the instinctive tendencies, dangers, weaknesses, wants and primal aspirations of the juvenile mind and heart. He who can thus come down where children are, and be a child again, instead of growing old in heart with advancing years, will ever maintain that rare grace and beautiful ornament of age, the vernal freshness of youthful feeling. Such vivid reminiscences of childhood and knowledge of the juvenile character, bring the teacher into close contact and conscious sympathy with his pupils, open his heart, secure his confidence, and win his love.

The man who retains a school for a single term only, has little opportunity or motive to acquire this accurate discernment of character, this sympathy and sensibility to penetrate the youthful spirit and arouse its dormant faculties; this keen and practiced eye to discern what motives to urge upon this pupil, what passions to repress in that, what habits to check in one, what good tendencies to foster in another, what weak points to strengthen here, and what peculiar gifts to develop there. The teacher must thoroughly understand his pupils before he can discover, in each particular case, the best methods to subdue the obstinate, to stimulate the indolent, to arouse the stupid, and to make the careless hunger and thirst for knowledge, and to win the confidence and affections of all. Surely this is a great work, in which the most exalted talents, enriched by the treasures of science and *experience*, will find ample employment for all their resources. However large the school, the teacher should regard an intimate knowledge of each pupil as essential to his thorough instruction. This knowledge cannot be obtained intuitively, nor by the facile process of phrenology. It is the result of patient and long-continued observation of individual children, and it is well worth all the labor it costs. This most valuable acquisition belongs only to the permanent teacher. It is his most available capital. Some days usually pass before a stranger in the school-room learns the names and former classification of all his pupils. Weeks or months are gone before he is fully prepared to judge of the propriety of this classification; and then so little time of his short term remains

that it seems inexpedient to introduce any changes, however much they may be needed.

How different is the position of the permanent teacher on re-opening his school. He is cordially greeted, and welcomed as a friend and benefactor, by the pupils, whose respect and love he has won. He knows every class and every scholar. On the first day the school is in working order. The teacher and scholars alike enter upon the new term without any abatement of interest, and at the outset he is able to suit his modes of instruction to the character and standing of each pupil. The teacher, for the time being, stands in the place of the parent. And what results would be realized in the family, were a new step-father or step-mother to be semi-annually invested with parental authority? The picture of anarchy and alienation which this question suggests, need not here be drawn. The evil is hardly less serious in the school than it would be in the household. What would be the effect of a semi-annual change of clerks and book-keepers in our mercantile establishments, or of agents and overseers in our manufactories, or of financiers in our banks, or of masters of our merchantmen, or commanders of our iron-clads, or of doctors in our families, or of pastors in our parishes? Shrewd men never make such blunders in business matters, although such frequent changes would be less disastrous to worldly enterprises than they are to the best interests of schools. While the country is mourning over the sad loss of life and treasure, by the frequent changes in the commanders of our armies, let us not, also, practically deny the value of experience in the most vital interests committed to our charge at home—the training of our children.

Many towns seem, from precedent, to take it for granted that there is a necessity for male teachers in the winter, and, therefore, of semi-annual changes, as they cannot afford to continue males in the summer. This was formerly the general practice throughout the State. But reason and facts alike disprove the existence of any such necessity at the present time. So great progress has been made in the education of our young women by the means of High and Normal Schools and other agencies, that the difficulty may now be obviated by employing thoroughly qualified and more permanent female teachers. Our statistics indicate a great change in the policy of the State on this point. The number of male teachers in the Public Schools in the State in 1837 was 2,370, and

the number of female teachers was 3,591. But last year the number of male teachers was 1,580, and the number of females 5,675. Since the existence of the Board of Education, and the consequent investigation of this subject, there has been a regular diminution in the number of male teachers, and a rapid increase in the number of female teachers. Thus, in twenty-six years, while the schools have been rapidly multiplying, the whole number being now 4,605, or 1,867 more than in 1837, the number of male teachers has fallen off 790, while the number of female teachers has increased 2,084. How clearly do these statistics show that the more the great and complicated subject of education is investigated and understood, the more general is the policy of employing female teachers. There are are very few male teachers now offering *only* for winter schools, who have given any attention to a proper preparation for this great work. They are not unfrequently but partially educated, and that education had no reference to teaching. Many take it up as a catch-penny business at odd intervals, not only without experience, but with no thought of making it a permanent occupation; with little interest in the work, and often with a strong and positive aversion to it; and, as a natural consequence, with little care whether they succeed or not.

The undergraduates who offer from our colleges are supposed to be amply qualified for teaching our Common Schools. But, unfortunately, this is by no means uniformly the case. They are, or should be, *students*, in the proper sense of the term, with all the pressure of college duties still upon them—a task fully equal to their utmost abilities and demanding all their energies. Their sympathies and interests are, and ought to be, at college. Their terms of teaching usually occupy more than double the period of the college vacation. Much of their time and thoughts, their evenings and Saturdays, even while engaged in the exhaustive work of teaching, are occupied with their own studies, in the hard struggle to keep pace with their classes at college. From six to ten weeks after the term has begun they return to college, and, instead of being refreshed and invigorated by the appropriate rest and recreations of vacation, they are too much jaded by the arduous toil of the school-room, and discouraged by the advance of their more favored compeers, to aspire to any thing higher than a hopeless mediocrity. A double task was undertaken, and, as a

very natural result, in the end neither is more than half done. In very many cases within my knowledge, the experiment proved as prejudicial to their own scholarship and standing in college, as it has been detrimental to the best interests of our schools. The increased length of our schools and the multiplication of High Schools, encouraging larger numbers to an early preparation for college, with other causes, have lessened their average age in some of our colleges, notwithstanding the advance in the standard of admission. The attainments of children at fourteen or sixteen years of age very much exceed those made twenty-five years ago. Students therefore in many cases enter college younger, and of course with less experience and maturity of character. On the other hand, there has been within the same period great progress in the theory and art of teaching, and our schools expect and demand more skilful instruction. For these reasons undergraduates have not relatively the same qualifications for the more varied duties of the school-room as in former years. However accurate scholars they may be in Latin, and Greek, and conic sections, they certainly are often exceedingly deficient in the simple English rudiments. Any knowledge of higher branches will not compensate for a teacher's ignorance of the elementary studies pursued in our Common Schools. The school report of a town where undergraduates have been much employed, contains the following dialogue between the School Committee and the candidates for teaching: "Have you attended any Normal School, Teachers' Institute, County Teachers' Association, or any thing of the kind?" "No." "Have you been in the habit of reading any journal of education?" "No." "Have you *ever read any book* professing to treat of the theory and practice of teaching?" "No." "Are you familiar with the school laws of the Commonwealth?" "Little," or "Not at all." "The idea that such things are of any consequence seemed wholly new to them." Six undergraduates, from a New England college, (not situated in Massachusetts,) employed to teach in another town, on examination before the school committee, when questioned in geography, "Why are the tropics and polar circles placed where they are in our maps?" all concurred in the exhaustive reply, "For convenience in the study of geography." This is said to be not an unfair specimen of their answers in the lower English rudiments. Representatives from the same

college annually canvass our State, early in the summer, to engage schools for themselves and class-mates, one thus assuming to supply a town or circle of towns with the requisite number of college teachers, doing the business by the job, in a somewhat wholesale style. But there are exceptions to all rules; and it is but justice to add, that I have found some successful schools taught by undergraduates, who possessed superior qualifications, evinced great skill and tact, and accomplished the happiest results. I disclaim any purpose to disparage their zeal, ability, and success. Let it also be distinctly understood that my objections are urged not to male teachers as such—but mainly to the changes rendered necessary by their employment *only* for the winter schools.

Teaching itself, I admit, is an important educator, and has contributed a valuable influence in the training of many of our ablest men. There is sound philosophy in the old maxim, "*docentes discimus*"—teaching we learn. It serves in a practical manner to test, and task, and develop one's skill and highest resources. But let a proper time be selected for this important work, either before entering college or after graduation, when it can command one's undivided attention, without interrupting the more essential course prescribed in the college curriculum.

It is, however, urged that those who offer from our colleges are usually indigent young men, who should be employed in our schools as a means of assisting them in their education. I do not mean to intimate that they are not worthy and excellent students, often young men of great promise. I regard it as a part of my official duty, as certainly it is a high pleasure, to watch carefully for the evidences of talent and perseverance in our schools, and to inspire earnest and gifted minds with the desire and determination, in the face of whatever obstacles, to secure the most liberal culture; and it is with me a matter of thankfulness that not a few young men of promise, though often of scanty means, have been thus persuaded and encouraged to obtain a collegiate education. I heartily sympathize with them in their pecuniary embarrassments. They deserve all honor for their earnest and persevering efforts. They ought to be encouraged and supplied with the needful material aid. But this aid should be given in some better way than attempting to teach, while they

are professedly carrying on a full and severe course of college study. In this land of free schools, none who thirst for knowledge should be denied the privilege of obtaining it. Public or private charity seldom does a nobler work than in helping forward a young man of talent through that educational course which will qualify him for eminent usefulness.

The leading objection to the policy of employing permanent female teachers in our common district schools, is founded on the supposition that delicate and timid women will not succeed so well in the government of schools in which rough and refractory boys are gathered together. This is a very common and plausible objection, and is worthy of respectful consideration. It was formerly supposed that physical strength was the prime characteristic of a good disciplinarian, and that brute force was the chief agency in school government. The objection under consideration bears a near affinity to this antiquated notion. During the present winter a competent teacher was rejected, on examination in one of our towns, because the committee judged, from his smallness of stature, that "he would not be able to whip the larger boys." A tall and stalwart man was therefore secured, who, relying on his physical strength, and seeking only to govern, failed at once in every thing else, and after two short weeks even in that, and gave up in despair. Horace Mann well said: "A man may keep a difficult school by means of authority and physical force; a woman can do it only by dignity of character, affection, such a superiority in attainment as is too conspicuous to be questioned."

A silent moral power ought to reign in the school-room rather than ostentatious and *merely* coercive measures. Its influence is more happy, effective and permanent. Corporal punishment may be used as a dernier resort in extreme cases. But true wisdom and skill in school government consists in the prevention rather than in the punishment of offences—in cultivating the better feelings of our nature, truthfulness, generosity, kindness and self-respect, love of study and a sense of duty. Such influences women are preëminently fitted to wield. Refined and lady-like manners, with a mellow and winning voice will exert a peculiar sway, even upon the rudest and most unmannerly youth. A striking illustration of this influence over the most turbulent elements I witnessed in one of our State reformatory institutions, a few weeks since. A division of these rough boys, unmanageable in the hands of

their former teacher, and often needing the sternest discipline, under a new teacher of great skill, patience, and genuine kindness, was soon won to obedience and attracted to order and studiousness; interest was awakened, ambition excited, and hearts all unused to love, and still more, to be loved, were strangely inspired with respect and affection for their teacher. Even upon these rough boys, there was a silent power in the very face of their teacher, beaming with love for them and enthusiasm in her truly noble work.

Females seem to be better adapted by nature to teaching little children. Male teachers seldom leave their impress clearly marked upon young pupils. They lack the requisite gentleness, the patience and perseverance in little things, the quick discernment of character, the instinctive power to inspire the youthful spirit and arouse its latent powers. Above all, they are destitute of those delicate arts which are so requisite to win the affections of children, to call forth and direct their earliest aspirations, and to impart the needful impulse to their minds. Cheerfulness and enthusiasm, courtesy and kindness, and the power of easy, quiet, unconscious influence, are requisites indispensable to the attractiveness, order and efficiency of the school. Females are endowed with a more bountiful share of these desirable qualities.

Facts on this point may be more satisfactory than arguments. In a certain school which I visited under both administrations, the last male teacher utterly failed in the maintenance of order, although *highly* favored with the old essentials of a good disciplinarian, "tall and stout," and although he used the rod with merciless freedom and severity, his authority was nevertheless openly resisted. A female teacher has since, without difficulty, governed the same school, numbering over fifty pupils, of whom fourteen were over fifteen years of age, five over seventeen, and one over twenty. Her government was easy and persuasive, yet dignified and firm. Her intelligence, skill, tact and kindness made the school a model of good order. A single case, I am well aware, proves little, but the instance I have related is only a fair illustration of a multitude that have come under my observation. Great care of course must be taken in the selection of teachers. Unless they are competent, the experiment will be likely to fail.

Permit me to refer to the town of Framingham, as the one with which a long residence has made me most familiar. Thirteen years ago our schools were regularly taught by males in the winter and females in the summer. I repeatedly urged upon the town the objections already stated to this system, and in 1853 the practice of employing female teachers was adopted, although not without opposition, and has since been uniformly continued, excepting only the two High School teachers. As the wages of female teachers are but little more than half those of males, an additional term has been gained with little increase of expense, and the town thus maintains "annual schools." I am confident that the schools as a whole have been very greatly improved since this change. The result is so entirely satisfactory as to silence all objection, and an advocate for a return to the old system has not been heard of in that town for years. Such is substantially the history of many other towns within my knowledge.

Should not then a system which has worked so well where it has been tried under favorable circumstances, furnishing better teachers at even less wages, and which is becoming increasingly popular and prevalent, be still more extensively adopted? This is a practical question of so great importance and immediate interest, that I desire to commend the subject to the consideration of those towns which are still strongly wedded to the old system.

SPELLING.

It is confidently believed that more attention has been given to spelling during the last year, and better results accomplished than in any former year. Great numbers of children have been encouraged so thoroughly to study their assigned lessons, as not to fail on a single word. In my last Report I urged the importance of mastering spelling during the memorial age of the child, while the memory is circumstantial and easily grasps details, words and their forms, and while the philosophical memory is yet latent. The conviction then expressed, that the art of spelling may be essentially completed under ten or twelve years of age, has been strengthened by the observations of another year. As this statement has been more than once questioned, even by teachers, I cite a single fact in its confirmation. At the meeting of the Rhode Island Institute of Instruction, held in Providence during the month of January of the present year, a class of

colored children of the average age of nine years, from one of the primary schools of the city, came to the church where the session was held, to be examined. Being invited to designate the words which were to be put out to the class, I selected seventy-five from about thirty pages of Leach's Speller, from the middle to the close of the book. But one word was misspelled. The following are the words: fuchsia, mnemotechny, ecclesiastes, eccentricity, cryptogamous, diarrhoea, apostrophe, sycophant, daguerreotype, eleemosynary, clough, impuissance, condensable, cough, accessible, vermicelli, omniscient, pharisaical, coercion, eschscholtzia, miliary, hypocrisy, archetype, spontaneity, stubbornness, mischievous, exhibition, stereotype, contemptible, syllogism, requisite, analyze, tyrannic, infringement, botanic, abridgment, zephyr, pneumonics, quintessence, paraphernalia, pharmaceutical, intelligible, idiosyncrasy, encyclical, cylinder, burlesque, prodigious, eviscerate, adolescence, hydrophobia, blasphemous, seraglio, poignancy, diaphragm, caitiff, horticulture, equipoise, compressing, superstructure, endowments, screaming, lattice, hydraulic, elasticity, standard, lettuce, decrepitude, sanctimonious, controversial, superstitious, piazza, ipecacuanha, mignonette, apocrypha, epicycloid.

Such spelling I never witnessed from children of their years, except in former visits to this same colored school. As some intimated that they do nothing but spell in the negro school, at my suggestion they were tried in reading, and their reading was natural, uncommonly distinct and expressive—almost as remarkably good for their years as their spelling. The superintendent of schools, Daniel Leach, Esq., states that they compare very favorably in all their studies with any schools of their grade in the city.

We have had some very excellent spelling in our own schools the last year, and although not quite equal to the Providence spellers, yet good enough to substantiate the proposition laid down on this subject, and stimulate all the teachers of Primary Schools to labor hopefully for similar results. Let the spelling lessons be more thoroughly studied, by reading them, and by printing them on the slate and blackboard, and by all the variety of methods which an ingenious teacher can devise to relieve the monotony of the exercise. The Providence spellers frequently drill each other in four divisions of six or eight in each corner of the school-room, where each in turn, or according to merit, plays

teacher, and puts out the words, and the work is done with so much quiet earnestness and propriety, as to keep all busy and give less interruption to the teacher in her regular classes than the common bustle of fifty children, with nothing to do, often occasions.

DRAWING.

Drawing, though long since strongly recommended for general adoption, has by no means been generally introduced into our schools. Of late, however, the use of the slate pictures, drawing slate, and school tablets, and still more the influence of Normal Schools and other agencies have awakened new interest, both in linear and map drawing. The plan adopted in the Normal Schools, as at Westfield, for example, of accompanying all verbal descriptions in daily recitations with simultaneous outline drawing, develops a power of great importance in itself, and essential to the most successful teaching. The forms are presented to the eye, at the same moment that the corresponding ideas are conveyed to the mind through the medium of language. Each process, instead of confusing, only aids the other. Any one will appreciate the value of this art who has seen it most happily illustrated by Prof. Agassiz, as he talks and draws at the same time.

Drawing is, however, still regarded by many parents, and I am sorry to add, some teachers, as a superfluity, at best only a pleasant diversion, allowable perhaps for girls, among other merely ornamental branches, but useless for boys, having little relation to the stern duties of life. It is therefore excluded from school, as some farmers exclude shrubbery and flowers from their yards and gardens, to make more room for fruit trees and vegetables. Now skill in drawing has an intrinsic and practical value. It is of great importance in all pursuits conversant with the exterior forms of things, and to many trades and professions, including all scientific mechanics, it is quite indispensable. It is useful to the architect, the master builder, and almost every mechanic, in drafting his plans, making contracts and calculating the cost of construction. The "pattern rooms" in our machine shops and foundries, in the print and carpet factories, in the jewelry and plate works, the engraving and paper staining establishments, in the arsenals and armory works, and many other

manufactories, will indicate in part the numerous and important uses to which the competent draftsman applies his skill. I pass over its obvious use in all inventions, in surveying, in map-drawing, and civil and military engineering, and other pursuits, for there is scarcely any calling in which this art would not find a useful application.

But these practical uses of drawing, valuable as they seem, are of minor importance compared with its influence in educating the mind. Drawing will directly facilitate the art of writing. The two are intimately connected. There is some truth as well as exaggeration in the maxim of a philosophical educator, "without drawing there can be no writing." Geometrical drawing is easier than writing, for which it is the best possible preparation. Children can be, and should be taught this form of drawing as soon as they can hold a pencil, even before they have learned the alphabet, and of course long before they are prepared to write. Practice in drawing will give that special training to both the eye and the hand, upon the union of which good writing mainly depends, securing ease and exactness in their use.

In his last report, the Superintendent of the Schools of Boston states that pupils of the first class in the Primary Schools are taught to write on their slates, a better hand than can be written by the pupils in some lower divisions of Grammar Schools. "This is the result of a *judicious use of the slate through all the grades, beginning with the alphabet class*, according to the system presented on the tablets and slate-frames. In schools where these exercises are the best, we do not find that other branches have been neglected, but that uniform excellence characterizes all the performances of the pupils." The system presented on the tablets and slate-frames, above referred to, it hardly need be said, includes geometric drawing among the very earliest exercises of the child.

This exercise proffers great advantages as a means of intellectual culture which my limits allow me merely to suggest. The delineation of objects by the art of design is fitted to form the habit of accurate observation, so that the mind will obtain and retain clear and exact perceptions of things. The eye may be and ought to be educated as well as the ear. The artist, it has often been said, sees the works of nature as they are seen by no other. Ruskin says—"The more I think of it, I find this con-

elusion more impressed upon me, that the greatest thing a human soul ever does in this world is to see something, and to tell what it saw in a plain way. Hundreds of people can talk to one who thinks, but thousands can think to one who can see.”

Drawing, when early and properly taught, will exert a direct influence in disciplining the memory, quickening the imagination and power of invention, and developing the judgment. Great pleasure as well as improvement may be gained by the ability to observe accurately the beauties of nature, and judge with discrimination of the merits of artistic productions. Like the sister art of music, it will aid in the maintenance of order and good government, bringing variety, life, cheerfulness and constant employment, even to the youngest pupils. This art will furnish innocent amusement at home as well as at school. It is so fascinating to the young that it will agreeably and usefully occupy their leisure hours, tend to render home more attractive, and to check those idle habits which, when once formed, work out untold mischief even to children. This branch tends also to promote refinement of taste, and elevate the moral feelings, cultivating both the perception and love of the beautiful, and fostering a love of nature, and leading their minds to look up through his wondrous works to the great Author of all things.

INSTITUTES.

All the railroad companies to whom I have applied within the last two years, have made the desired reduction of fare to the members of our Institutes. This has materially aided in increasing the attendance. In behalf of the teachers of the Commonwealth, I desire to present due acknowledgments to the following companies, for these favors during the last year :—

The Western, Pittsfield and North Adams, Connecticut River, Boston and Maine, Newburyport, Medford Branch, Boston and Lowell, Woburn Branch, Stony Brook, Lowell and Lawrence, Salem and Lowell, Eastern, Essex, Gloucester and Rockport, Amesbury, and Marblehead Branches, Providence and Worcester, Troy and Boston, Boston and Providence, New Bedford and Taunton, and Taunton Branch, Boston and Worcester, Old Colony and Fall River, Cape Cod, Worcester and Nashua, Fitchburg, Fitchburg and Worcester, Vermont and Massachusetts, and Cheshire Railroads, and Higgins & Ruggles', and Sissons' lines of stages.

These companies, together with a similar list given in my Report last year, embrace nearly every railroad in the State. While they doubtless lost nothing by this arrangement, it was peculiarly gratifying to find the officers of these corporations all, without exception, so highly appreciating the great and common interest of public instruction, as to grant these facilities with the utmost cheerfulness. Such an offer very naturally decides the question of attendance upon an Institute with many teachers, who are employed for short terms and at low wages.

OBJECT TEACHING.

About five weeks of the last year were occupied in visiting the most successful schools—especially “Object Schools”—in New York, Brooklyn, Troy, Syracuse, Oswego, and Albany, New York; New Britain, Conn., and Toronto, Canada West, including also the Normal Schools located in the three places last named, and the United States Military Academy at West Point. These visits have furnished many valuable and practical suggestions. It is obviously desirable that one who is called to address schools, lecture to teachers, confer with school committees, and awaken popular interest in behalf of education, should make himself familiar with the most approved methods of instruction, and observe their results in the best schools of the country. He must keep pace with the general progress of education that he may be able both to take a comprehensive view of the system practiced at home, and compare it with others of the highest standing which he has examined abroad.

I have responded to frequent invitations to lecture at meetings of teachers on Object Teaching—especially as presented in the schools of Oswego. While I should dissent from some views and methods there adopted, the system, as a whole, is in my judgment practical, philosophical and admirably adapted to young children.

The Primary Schools of Oswego, which but a few years since were in a low condition, through the skill and indefatigable exertions of their efficient superintendent, E. A. Sheldon, Esq., have been raised to a degree of excellence probably not surpassed, if equalled, in this country. I visited all the schools of the city, with a single exception, in order to observe the working of the system under a great variety of circumstances, and with all

classes of children, the rich and the poor, Germans, French, Irish and Scotch, as well as Americans.

So celebrated have these schools become that Oswego is now a sort of Mecca for educators from nearly all the loyal States. During a visit of less than two weeks in that city in June last, I observed representatives present from several distant States, including teachers, committees and superintendents. This was said to be but the usual number of visitors from abroad.

Although the importance and methods of Object Teaching have been a frequent topic of my lectures at Institutes and Normal Schools for nearly six years, I have not advocated a sudden and radical change, for which a large proportion of our teachers are as yet unprepared. It is gradually working its way into our schools, and in many instances with the happiest results. Our Normal Schools and Teachers' Institutes encourage and facilitate its introduction. In unskilful hands it will not succeed. The certainty of failure should discourage incompetent teachers from attempting it. Enthusiasts and those who thirst for mere novelties, may carry it to extremes. Thus prejudice, misapprehension or ignorance can easily caricature and ridicule the system with some show of reason. But the conviction is steadily gaining ground that the facts and objects surrounding the child in daily life should be made the leading instruments in developing his powers, and that habits of close, accurate and exhaustive observation should be early formed. Since you have invited me, as one of your committee appointed to investigate this subject, to continue and extend my examinations of "Object Schools" during the present year, I reserve the discussion of this question, which it was my purpose to present in this Report.

BIRDSEY G. NORTROP.

Boston, January, 1863.

A B S T R A C T

OF

SCHOOL COMMITTEES' REPORTS.

The scholars, also, were anxious to aid those who have gone to defend the Republic; and in many of our schools they have been allowed to assist in preparing articles of clothing and other comforts for the volunteer soldiers. No lessons have been neglected on this account; and the excitements of war have not interfered with the duties of the schools, nor materially diminished the interest of the pupils in their studies. Our schools were founded in poverty and adversity, and maintained through wars and revolutions. They have come down to us, a sacred trust. We are not departing from the principles of the founders of these institutions when we encourage self-denial, generosity, and kind thoughtfulness for the welfare of others. Nor are we deviating from the pursuit of the great objects of public education when, not satisfied with teaching useful facts, strengthening the memory, and developing the intellectual powers, we cherish the virtues of loyalty and patriotism, foster the growth of the best feelings of the heart, and endeavor to train up in habits of obedience, truth, and honesty, the citizens of the Commonwealth.

The whole cost to the city for school-houses and land, including repairs, has been about \$2,200,000. A portion of this property is now devoted to other uses. The value of school-houses and lots was, in 1859, \$1,277,600, being a little more than one-tenth of the valuation of all the lands and buildings belonging to the city. Have we any better investment than this; any property more secure; any that yields a larger or more valuable return?

The amount expended during the past year, on school-houses and sites, has been larger than ever before. In the previous year it was \$144,202.67. This year it has been \$230,267.04.

It has always been the determination of the school committee, who represent the tax-payers and the parents of the pupils, to give to the scholars of our public schools every advantage which they would enjoy in the best private schools of the same grade. In order to show how far this purpose has been accomplished, how wisely the money of the citizens has been expended, and how much has been done to give to the youth of the city a thorough and careful education, we present a brief account of our schools, and a history of those matters of interest that have come to our notice.

There are, in this city, two hundred and fifty Primary Schools, which are, for the most part, grouped in buildings containing six or more separate schools. When "graded," each school is a single class. The child at five years of age is admitted to the sixth class, where he learns the alphabet. After six months he is promoted to the next higher school in the series, if he is found to be qualified. And so, passing from one school to another, he reaches the highest, where he is prepared for admission to the Grammar School of the district in which he resides. South Boston is divided into

three districts, in each of which there is a Grammar School for pupils of both sexes. In East Boston, also, there are three districts, and three schools for boys and girls. In the city proper there are seven districts and Grammar Schools for boys only, and the same number for girls. We have thus twenty schools of the second grade, which receive their pupils from the Primary Schools, and qualify them for the High Schools. Each of them is taught by a master, with a sufficient number of assistants to give one instructor to every division of fifty-six scholars. The course of study is arranged for four classes. It embraces the several parts of an English education, with drawing and vocal music. The time required for its completion varies with the capacity and industry of the pupils. Besides the quarterly visits of the members of the committee to each separate room, the first section of the first class is, in July, subjected to a very strict examination, by the whole district committee, in all the studies of the year. Medals are awarded to those who stand highest at this examination, and who have been distinguished for scholarship and good conduct during the past year.

There are three schools of the highest grade; the Latin and the English High Schools for boys, and the Girls' High and Normal School. Boys are admitted to the Latin School without completing the course at the Grammar School, if they are ten years of age, and can pass a satisfactory examination in elementary English studies. The instructors are a master, sub-master, and five ushers, all of whom have received a collegiate education. The course, covering six years, includes the common English branches, careful and thorough training in Latin and Greek, the study of the French language and of mathematics. Those who complete the course are fitted for admission to any of our colleges.

It would seem as if the advantages offered in this classical seminary were not known or appreciated. The instruction here given is of the most thorough character. The discipline is admirable. And the alumni of this school enter our colleges with credit, and usually attain a high rank in scholarship. A classical education is valuable, not only to those who are preparing for the professions, in which a knowledge of the dead languages is almost indispensable, but to all who wish to cultivate and enlarge their mental powers. The study of Latin and Greek has been proved to be the best discipline for the human mind. After earnest, hard, and faithful study of these two languages, the student is better fitted to use his intellect than he would be after any other preparation. One who has mastered the Latin and Greek languages will find himself the master of his own, not because he has become acquainted with the principles of grammar, and can trace out the origin and derivation of words, but because those faculties of the mind which find out, remember and select suitable words, and arrange them in their best order, have been developed and strengthened by the

process of learning the languages of Cicero and Virgil, of Sophocles and Homer. There is no better foundation for mathematical and scientific acquirements, than the course of instruction in this school. The merchant and the mechanic, if not actually assisted in their business, by the cultivation of all their mental gifts, will find that new sources of enjoyment have been opened to them in the literature of antiquity.

The English High School was instituted in 1821, to give to those young men who have completed the course at the Grammar Schools, and who do not design to enter college, a good English education, and the means of fitting themselves for all the departments of commercial life. The prescribed course of studies is arranged for three years. Those who wish to pursue further some of the higher departments of mathematics, and other branches, have the privilege of remaining another year at school. This institution is furnished with a valuable mathematical and philosophical apparatus for experiments and illustrations. It is instructed by a master, two sub-masters, and two ushers—one instructor being allowed in this school, and in the Latin School, to every thirty-five pupils. Boys of twelve years of age are admitted, if they can pass an examination in spelling, reading, writing, English grammar, arithmetic, modern geography, and the history of the United States. Among the studies of this school are ancient geography, mathematics, drawing, the French language, book-keeping, history, rhetoric, natural and moral philosophy, and political economy.

The whole number of scholars registered during the year was one hundred and eighty-eight; and one hundred and eighty-seven were present at one time. The average whole number belonging was one hundred and seventy. The average attendance for September, 1860, the first month of the school year, was one hundred and seventy-four, and the average attendance for the year, one hundred and sixty-five.

In order to give them the same advantages as the boys, and at the same time to train up and qualify teachers, the Girls' High and Normal School was instituted in 1852. The course, at first limited to two years, was afterwards extended to three—the scholars passing through a junior, middle, and senior year. The instructors are now fourteen in number, a master, nine female assistants, and four male teachers who have charge of the departments of drawing, French, German, and vocal music. An examination of candidates for admission is held on the two days following the annual exhibitions and festival in July; when the candidates, the greater part of whom are graduates from the Grammar Schools, are required to prepare written answers to printed questions in geography, arithmetic, grammar, and history. They are also examined in reading, writing, spelling, and oral arithmetic. More than one thousand pupils have been admitted to this school. The whole number admitted this year is one hun-

dred and fifty-two. The number of scholars has increased from one hundred and ninety, in 1858, to three hundred and forty, twenty of whom have completed the prescribed course, and are permitted to continue their connection with the school, as an advanced class.

The pupils, after carefully reviewing their previous studies, are carried through an extended course of natural, intellectual, and moral philosophy, astronomy, chemistry, history, and literature, drawing, and music, and the Latin, French, and German languages. They are encouraged to pursue the investigation of subjects beyond the limit of text-books, to form their own views, to express them freely and clearly, and to maintain them firmly. One of the most instructive and interesting exercises of this school is the analysis and criticism of the thoughts and sentiments of standard English authors, by the classes, under the supervision of their teachers. Questions of philosophy, points of history, and matters of taste are freely canvassed. There is no better method than this for bringing out the hidden powers of the mind, giving quickness and activity to the thoughts, and communicating the ability of expressing the ideas readily, and without confusion or hesitation. Not only is there a most thorough and complete education given in this institution, but, by the peculiar methods of teaching in use here, the pupils are eminently fitted to impart knowledge to others. The training of all the mental faculties is found to be the best preparation for instructing children. It requires a large amount of learning, remarkable clearness of thought, a firm grasp of ideas, a well-disciplined mind, a thorough knowledge of the English language, and accuracy in the use of words, to teach properly even the youngest pupils in our schools. Believing that a good Normal School, in which assistants for the grammar departments, and instructors of the Primary Schools are prepared for their several duties, must be a High School, the projectors of this institution appropriated the greater part of the course to the higher branches. A portion of the time, however, is given to the normal department. Special instruction in the theory and practice of teaching is imparted to all the young ladies; and they are allowed to be absent in some cases for a few days, in others for several weeks, in order to act as substitutes for the instructors in the city schools. Three hundred and twenty-two have, at different times, availed themselves of this privilege. At the examinations of candidates for the office of teachers, graduates from this school invariably stand among the first; and their success in the various positions which they have held, and the promotion of sixteen of them already to the post of head-assistant, prove that the school is admirably fulfilling both the objects for which it was instituted.

Among the matters of interest that have engaged the attention of the board, during the past year, is the change in the rule prescribing the age for admission to the Primary Schools. Children have been heretofore

received at four years of age. The lowest classes were crowded, and in some districts applicants were rejected for want of room to accommodate them. Yet, in the upper classes, it was difficult to find pupils enough to fill all the seats. With many, this practical difficulty was a serious objection to the "graded system." The regulation, as recently amended, allows "all children living within the limits of the city, who are not otherwise disqualified, and who are upwards of *five* years of age," to attend the public schools. It is thus brought into conformity with the law of the Commonwealth, which declares that "all children, between the ages of five and fifteen years, shall be entitled to attend the public schools of the city or town in which they shall reside for the time being."

The effect of this change has been to relieve, but not entirely to remove, the pressure upon the schools of the lowest grade; and to bring the numbers in the different classes nearer to an equality. No harm has been done to the little children, to whom admission is now refused; and those who are received enjoy more of the teacher's care. Even the age of five years seems to be too early. Very little is gained by commencing study when so very young, and these tender infants, instead of being as their parents fondly imagine, safely disposed of and out of the way of every danger, are growing pale and languid in stove-heated rooms, and losing valuable hours in which they might be gaining health and vigor in the open air.

That in some cases the health of our children has been impaired by too long confinement in ill-ventilated rooms, and too close attention to their studies, is a fact that cannot be denied. There have been instances in which the strain upon the mind has been continued until the muscular strength was lost, the spirits became depressed, and the constitution was undermined. We hope that some system of physical training may be introduced into all our schools. We welcome every plan that will give the pupils occasional relief. The brief interruption of mental labor, the introduction of the pure air through the open windows, the change of position, and the exercise of the muscles, refresh body and mind, quicken the faculties, and enable the student to pay closer attention to his lessons. It is no loss of time; for he can accomplish more in the hour allotted to study. Would it not be well for the teachers to allow more liberty to the eyes and muscles of the pupils, at all times? It would be painful to a grown person to sit, for any length of time, in one position, and that a constrained, awkward, and uncomfortable posture, moving neither hand nor foot, silent, with eyes fixed upon a book. It is doubly so to children, whose quicker circulation requires almost constant motion of some part of the body. The health of the youth of this city would be much better than it is, if they were not required to learn so many and such long lessons at home. If the evening is devoted to study, the eyes are weakened by using them when the body is weary and demands repose; the nervous system is unduly

excited by anxiety about the lessons, by the difficulty of learning them, and by the fear of failure; and this unnatural tension of the nerves interferes with digestion, and with sleep. With aching head and sorrowing heart the boy rises, the next morning, to resume the dreaded labors of school. Set his mind free from all thought of lessons out of school, and he will find physical training in athletic games, and health in the open air. His sleep will be refreshing, and he will go to school in the morning happy and ready for work.

Our rules prohibit assigning out of school lessons to girls; and forbid the instructors to assign to boys longer home lessons each day than a boy of good capacity can acquire by an hour's study. They expressly provide, that the lessons to be learned in school shall not be so long as to require the pupils to study out of school. There will be no inducement for the teacher to violate these rules, if parents and the public will be contented with less striking and splendid results. A brilliant display of learning and accomplishments acquired in a wonderfully short time, is by no means a proof of a wise, judicious, healthy cultivation of the mind. Vivacity and enthusiasm accomplish a great deal, but at the expense of health. The comparison of one school with another excites the spirit of rivalry, and each master vies with all the rest in the effort to prepare a class which, on leaving the school, shall display the greatest amount of knowledge. There is, on the part of parents, too great anxiety that their children should obtain medals, and be first in scholarship. Too much praise is bestowed upon great talents and extensive attainments. Too much contempt is shown for those who are left behind in the race. The laws of health were given to us by the Ruler of the Universe. The violation of them brings its own punishment. "Whatsoever a man soweth, that shall he also reap." It is for us to learn those laws by careful observation, and to be guided by them in the education of our children. The evil for which those interested in physical culture are seeking a remedy, is deeply seated. Its removal requires the co-operation of parents and the public, with the teachers, and the board to whose care the schools are committed. At home and at school, in methods of warming and ventilating, both our dwellings and our public buildings, in dress, diet, and exercise, we have a great deal to learn. Our school-rooms are generally too warm; and so imperfect is our system of ventilation, that fresh air can be introduced only by opening the windows, and exposing the health of the scholars to another danger. But in certain states of the atmosphere, and when the wind is in particular directions, the rooms are too cold—the registers contributing no heat. Whoever will discover a method of heating sufficiently, and thoroughly ventilating the buildings in which our children pass the best hours of the day, will confer a lasting benefit upon the community. This great subject of physical education receives, at the present time, a large share of public

attention. It fills school and medical reports. Books are written about it. Periodicals are devoted to it. There are sects and parties of professional gymnasts. Let us hope that they will not forget the object which all have in view; and that, out of all this agitation, there may come simple and feasible plans for correcting the evils arising from neglecting the body and overworking the mind. The views expressed by President Felton, on this subject, in his last annual report to the Overseers of Harvard College, contain so much good sense, sound wisdom, and true philosophy, that we take the liberty of inserting them in this place:—

“Physical exercise has of late years received a large share of public attention in connection with sedentary pursuits. This is right; and the public attention has been properly awakened to the importance of the subject. But no man ever killed himself by hard study alone. The exercise of the intellectual faculties is not only pleasurable but healthy. The brain is a physical organ; and the vigorous use of it in its appropriate function, as an instrument of the mind, conduces to bodily health. The statistics of life prove conclusively that diligent study tends to length of days. Many evils have resulted to sedentary men, not from study, but from the neglect of exercise; they have injured their health, and perhaps shortened their lives, by forgetting the laws on which the preservation of health and life depends; but these evils are now in a fair way of being remedied in our schools and colleges. The subject requires prudent management, or the introduction of the systems of exercise now recommended, will do as much harm as good. There is a tendency to exaggeration and extravagance. The language of some of the recent discussions seems to imply that muscular development is identical with moral, intellectual and religious progress. It seems to be thought the panacea for all the evils under which humanity labors. Extraordinary feats of strength are heralded by the telegraph, as events on which the welfare of society depends. We have lately seen two great nations in a state of intense excitement, while awaiting the result of a brutal conflict between two prize-fighters, whose chief merit was that of having beaten each other out of all resemblance to human beings. More surprising still the phrase, ‘muscular Christianity,’ has become a current common-place in the literature of the day,—as if thews, sinews, and muscles, and not the Sermon on the Mount, contained the essential points of the Christian religion. These are the excesses to which ill-balanced judgments are constantly running. Bodily strength is a good thing, but it is not the best thing. It is a help to the intellect, but it is not identical with intellect. It facilitates the vigorous performance of the duties of life, without being the essence of morality and religion. But an abnormal condition of physical strength is neither good in itself, nor likely to prolong life. Many of those who have rendered the noblest services to humanity, who have achieved the most illustrious triumphs in art, literature, science, and

philanthropy, have been men of delicate constitutions and feeble health. The amount of labor performed in the most exalted tasks has never borne any proportion to the muscular development. But it is not intended to say that physical vigor, and a healthy activity of all the forces of the body are not proper objects of desire, and ought not to command the serious attention of those who have charge of the education of the young. Their importance was fully recognized by that nation to whom we owe the largest intellectual debt. But, on both moral and physical grounds, we must guard against extremes. 'Nothing to excess,' was an ancient maxim of universal application. The wise men of antiquity applied it to this very subject, and they drew the line firmly, between proper gymnastic exercise for the cultivation of vigor and beauty, as curative processes and gentleman-like accomplishments, as a part of the education of the boy and the daily recreation of the man, on the one hand, and the training of the athletes on the other."

We have looked with pleasure upon the happy faces of the medal-scholars, and listened with interest to the recitations, songs and declamations of the graduating classes in the halls of the grammar schools, on the morning of the day of the Medal Festival. But, since it is our privilege to add to the history of public education in Boston during the past year, whatever suggestions and remarks we may deem expedient, we would respectfully and kindly ask the parents of the female pupils to consider thoughtfully whether the semi-theatrical performances of "the exhibition" do not cherish vanity, increase the love of dress and display, and bring young ladies too boldly before the public. Would not a better idea of the pupils' attainments be gained by visiting the school during the term, and hearing the recitations? Why should not a few days, at the end of the year, be devoted to reviews of the different studies, interspersed with singing, declamations, and reading original compositions? These exercises might be conducted in the hall, and the parents and friends of the pupils be invited to be present. This plan, which has been adopted in the Normal School, gives more persons an opportunity of being present during some part of the exercises, and affords a fairer test of the real condition of the school. It does not occupy as much time as the scholars now devote to preparation for "exhibition." Instead of diverting their attention from their regular studies, it fixes them in their minds, and helps to fit the pupils for the examination at the High Schools.

The public schools are open at all times to every one who feels an interest in visiting them. It is the desire of the instructors to co-operate with the fathers and mothers and guardians of the children under their charge, in the endeavor to make their pupils good sons and daughters, kind and forbearing to the inmates of the same household, gentle, amiable, and pleasant to all. It is the teacher's duty to train up the young in habits

of honesty, industry, neatness, and purity ; to teach them to speak the truth without fear, and to be just, self-sacrificing, and generous ; to refine their tastes and develop their noblest faculties, so that they will not be attracted by low, sensual pleasures ; to instil the great, universally-recognized principles of the Christian religion, its lofty morality, and its powerful motives ; to cultivate holy affections, devotional feelings, and longings after a purer life.

Education is for the whole man. It is a preparation for life, its temptations, cares, and duties. It forms the character, and gives a right direction to divinely-implanted powers. While it is engaged with the mind it must not neglect the will, the temper, and the heart. It fails in the performance of its noble work if it does not show the young how to govern themselves, regulate their affections, control their passions, and use all their faculties for the glory of God and the good of mankind. It cannot accomplish this mighty task without asking aid from above, and carrying the hopes of man beyond his mortal life.

School Committee.—HENRY BURROUGHS, JR., GEORGE W. TUXBURY, JOHN F. JARVIS, JOHN B. ALLEY, SAMUEL T. COBB, JAMES DENNIE, JOHN N. MURDOCK.

The law provides that the school committee shall examine, select, and contract with the teachers of the public schools. "The duty here indicated," says the late Secretary of the Board of Education, in his last admirable report, "is more important than any other connected with the public schools of the State." In this opinion I fully concur. The best plans of instruction will fail to produce satisfactory results, unless executed by the instrumentality of good teachers. Commodious school-houses, wise regulations, and good supervision, are necessary elements of an efficient system of schools, but they are a poor compensation for the want of competent teachers. The great maxim, "As is the teacher so is the school," summing up in eight words the profoundest philosophy of a system of public schools, Cousin, the philosopher and statesman, said he would never cease to repeat. Every man's observation, who has turned his attention to the subject, will satisfy him that the teacher, more than any other means or agency, gives character to the school. The importance of the office of the teacher in forming the minds and characters of the young, and of training up those who are to take our places in life, cannot well be over-estimated. If asked to describe, in a few words, a good system of public instruction, I should say, it is one which secures and retains the services of the best teachers. To do this, three things are necessary.

1. The situation of the teacher must be made desirable, by adequate compensation, by good treatment, by suitable accommodations, and by limiting the labors to the requirements of health and self-improvement.

2. The mode of selecting and appointing teachers should be such as to encourage the competition of the best qualified candidates, and to give merit the preference over every other consideration.

3. The proper means should be employed to secure continued self-improvement on the part of the teachers; and with this view they should as far as practicable be commended, promoted, and rewarded in proportion to their advancement, and degraded or removed for delinquency.

One year ago, in obedience to what was felt to be an imperative duty, I earnestly invited the attention of the board to the importance of adopting some measures for the protection of the health of the pupils in our schools, and of securing to them a better physical development. Careful and protracted observation had convinced me that our system of education, while supplying the means of intellectual improvement, was almost in the same ratio preventing the development of the physical powers, undermining the constitution, and exhausting the vital energy. This appeared to me to be an evil of great magnitude, and one which demanded immediate reform. I was not so sanguine as to expect that every one would at once assent to my views on this subject, for every one has not studied it so long and so earnestly. My main object was to call special attention to it, well satisfied that if this could be secured, the remedy would ultimately be found and applied. I ventured to suggest, however, as in my judgment the most practicable and important remedy, "*The introduction into all grades of our schools, of a thorough system of physical training, as a part of the school culture,*" and added, that for this purpose, "it might be necessary to employ for a time or perhaps permanently, one accomplished teacher in this department of education."

This proposed reform in physical education is, in my opinion, as important as any which has been attempted since the origin of our system of schools. As long as it is deferred, we are losing a great part of the benefit which we might otherwise derive from our noble system of popular education. Children enjoying the freedom of country life, kept in school but five or six months of the year, and seldom subjected to severe mental exertion, have little need of artificial methods of physical training, for the purposes of health, though it might be useful in promoting dexterity, strength of muscle, symmetry of form, and comeliness of gait and deportment. But the life of the city child who is kept regularly at school for years in succession, is eminently artificial, and physical education becomes a prime necessity to his welfare. If we do not provide for it, our children must suffer for our neglect. What amount of learning will a young lady consider an adequate compensation for a distorted spine? But the late Dr. John C. Warren, a very high, if not the highest medical authority, stated thirty-one years ago, in a lecture on physical education, that of the well-educated females within his sphere of experience, about *one-half were affected with some degree of*

distortion of the spine. I should be glad to be assured by as good authority, that, of the girls who pass through our course of education, the proportion affected with this deformity is not still larger. The principal causes of this derangement mentioned by Dr. Warren, were bad postures, the want of exercise, the influence of too great occupation of the mind in study, and of the feelings and passions of a depressing nature, such as anxiety to excel and fear of failure. He earnestly entreated attention to a revision of the existing plans of education, in what relates to the preservation of health. "Too much of the time," said he, "of the better-educated part of young persons is, in my humble opinion, devoted to literary pursuits and sedentary occupations, and too little to the acquisition of the corporeal powers indispensable to make the former practically useful. If the present system does not undergo some change, I much apprehend we shall see a degenerated and sinking race." He recommends very strongly gymnastic exercises, especially to develop the upper limbs and "*to enlarge and invigorate the chest,*" and says that "every seminary of young persons should be provided with the instruments for these exercises," that "they are not expensive, occupy but little room, and are of unspeakable importance," and adds, that "to give these exercises the requisite power of excitement, the system of rewards, so dangerous when mismanaged in literary education, ~~but~~, ~~as~~ be introduced without any ill effect." If gymnastic exercises are not attended to, he entreats that at least a regular plan of walking be adopted by students. "Two hours a day must be devoted to this business without relaxation, unless they are willing to carry the mark of disorder in the face while young, and a dispeptic, nervous, disabled frame through that part of life which requires health and activity."

At the time of the delivery of this address, the evils resulting from want of physical training and excessive mental excitement which it describes, probably did not exist, to any considerable extent, in the public schools. Then the private schools were the institutions in which the well-educated females suffered so much from neglect of physical education. But since that time a great revolution has taken place. The evils complained of have been transferred from the private to the public schools, in which we find the severest and most protracted mental application, and the least attention to physical training. *All* respectable private schools and seminaries, so far as my knowledge extends, now promise *special attention to physical education.* This is a very significant fact. The question is, how long shall the children in the public schools be deprived of this advantage, so essential to their welfare?

Superintendent of Public Schools.—J. D. PHILBRICK.

Another subject which has much exercised the minds of the committee, in their discussions as to what system will be most likely to insure the

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realization of the expectations of this board in the completeness and efficiency of the musical instruction in the schools, is that of its more extended introduction into the Primary Schools. The investigations of the committee have assured them that very little if any available efforts have thus far been made, in this direction, in that most important division of our school system. The number of teachers in the primary department competent to teach music, in its most simple and elementary forms, is perhaps large. But their efforts have as yet been very little turned to this subject; and of those who have given it some attention many are still sceptical of the practicability of doing anything effectually among the children of the Primary Schools. Your committee are of opinion that this is a mistaken notion,—that much *can* and ought to be done here,—that, indeed, the Primary School is, of all others, the place where instruction in music, if we would ever expect it to attain to anything like a satisfactory result as a part of our common school instruction, ought to begin. The child of five or six years, they believe, can easily be taught the first rudiments of music, and a few plain principles in the management of the voice. More than this, a very great proportion of them cannot only be taught to sing by rote, but to understand somewhat of musical notation, so as to perform respectably the singing of the scale and the reading of simple music by note.

As confirmatory of this opinion, we are happy to be able to quote the following, from the Fifth Quarterly Report of the Superintendent of Public Schools. “One of the most curious of the phenomena observed,” says Mr. Philbrick, in that report, “was the positiveness on the part of some teachers that certain things were impracticable, if not impossible; while perhaps in the next school visited the same things were found to be satisfactorily accomplished. This was the case more especially respecting the teaching of singing, writing, and the sounds of the letters. Only yesterday, in a school consisting of sixth-class or alphabet scholars, of the poorest material I witnessed the singing of Old Hundred with a good degree of spirit, if not with the understanding; and I shall take the liberty to persist, hereafter, in the belief that any school, with proper teaching, can learn to sing.”

Chairman.—J. BAXTER UPHAM.

CHELSEA.

Physical Education.—Public attention has been recently awakened, and justly, to the importance of physical education. Without intending to make this subject a hobby, we concur with the community in lamenting the absence of systematic physical instruction in Public Schools. To our credit it should be said, that sometime before the present fever, so to speak,

prevailed, at least before its recent epidemic, something was done in this behalf in our Primary and Grammar Schools. The necessity of physical exercise, properly regulated, may be reasonably maintained upon that view of education under which the harmony of the human faculties, as to their growth and culture, is considered. Mind without heart is undesirable. Mind without body is almost impossible. The education, therefore, of each should be sought and secured under any system of public education which aims at perfection. The statutes of the Commonwealth prescribe training for the intellect and the heart. Why should not common sense prescribe it for the body?

The subject of calisthenics was referred, in the early part of the year, to the two medical members of the board; but whether from the fact that the pursuit of physical education may become ultimately disastrous to the profession, or from the want of pecuniary means at our command, (probably the latter is the real cause,) no definite result was reached.

It is somewhat difficult practically to decide upon and inaugurate a system of instruction in this department. There seems to be an antagonism of systems—a conflict between the “heavy and light weights.” Time will bring some practical and easy methods by which the much desired end will be reached, at a trifling expense. Those of the committee who have witnessed the pleasing and diverting exercises of Dr. Dio Lewis, the eminent Professor of Gymnastics, were very nearly satisfied as to the utility and general merits of his system, some features of which have been partially adopted with good effect, in the Girls’ Grammar School. We know of no reason why the education of the body should not be secured in our schools, upon plans and methods as precise and scientific as those which regulate any of the studies of the school. So far as we are informed, there is no experience which teaches that intellectual training has been lost sight of or has declined in those seminaries which do the most for the body. The “stroke oar” at Oxford is often also the “senior wrangler;” and at West Point, the training in mathematics and the exact studies (so called) is austere and thorough.

In view of the now generally recognized importance of this subject, we recommend to our successors the adoption, at an early day, of some plan relating to the physical education of our scholars.

Truancy.—We come now to the most vital subject connected with the welfare of the Public Schools of Chelsea. We can neither overstate the evils of truancy, nor urge unduly upon the city government the adoption of some immediate remedy for them. In former years the vice has been sufficiently disastrous, but not until this year has it towered to such a height as to justify the greatest alarm in the minds of our citizens and of this board. The public has recently been shocked by startling developments of juvenile crime, and naturally looks for causes to which such

crime is due. Unhappily, we are able to assign *the* cause, and it is *truancy*. We know no instances, during the past year, of crime committed by boys who were not habitual truants or absentees from school. There are now, and have been through the year, scores of boys, (the actual number has been estimated at two hundred!) between the ages of ten and sixteen years, belonging to this profligate class. They gather sometimes about the school-houses, and at night at the corners of the streets, doing no manner of good work, but either idle or perpetrating some positive mischief. Offences against civility, morality, and even decency, constitute the daily life of these vagrant absentees. Their presence in the streets, and their conscious immunity from arrest or interference, form, in the judgment of the police, the greatest barrier against the preservation of good order and the public peace of this city. Truancy, as it now exists with us, is a preparatory school of crime and social evils, in which the present pupils are already proficient, and to which their direful example is fast drawing our hitherto constant scholars. The father or mother who sends to one of our schools even the best morally trained child, may well tremble when considering the enormous risk to which that true young heart is exposed, through the corrupting example of some truant under whose influences he may fall. Parents, teachers, and all good citizens, no less than the children themselves, are entitled to unite in the demand that the city government, which has the *power*, shall exert it for the moral protection of this community against the greatest moral evil which now assails it. The city cannot be indifferent to the question, whether these truants shall be kept in our prisons or in our schools. One course or the other is inevitable.

Parents and Scholars.—Refreshed, by the hope at least, that this report, which is intended not merely for those whose lives may be said to be bound up in the business of teaching—the educators of our times—but for the people, who sustain, by their capital and labor, the burdens of public education, may be read and considered by the fathers and mothers of our city, and by the children of the schools, we desire to address a few lines to parents and scholars. We are assured that there are certain clear duties other than those enjoined by the city treasurer and collector, which parents owe to the schools, and to their children, in their relation to the common school system. Without enumerating these duties, they may perhaps all be embraced under the general head of *co-operation* with those in whom the immediate direction and supervision of schools are vested. How, then, can and should parents co-operate with teachers and the committee, in respect to the education of their children? Every intelligent parent recognizes the rights involved, and the obligations imposed, by natural and social law. The right to command obedience from the child—the obligation to provide for its support—are among the simplest of these. Under a condition of enlightened civilization, these rights and obligations go much

farther. In the absence of a system of education devised for all the children of the community, the clear duty and delight of the reasonable parent must be to do what he can for the higher nature of his child, to awaken his best faculties—in fine, to perform, under the shadow of the roof-tree, and amid the sanctities of home, that work of instruction for his own offspring, which, under the general system, is performed for all. The parent, in his capacity of teacher, would thus come to study the child's intellectual as well as his moral dispositions. He would be led to fit himself to them, to adapt himself to the office of teaching the child as a pupil. With the advantages of home influence, and without the incumbrance of numbers, the parent would nevertheless soon reach the point of appreciation at which the difficulties which appertain to the training of one child are seen. He would find occasion for constant watchfulness, lest mischievous habits creep in to-day, and destroy the work of yesterday. Every day would disclose new advantages to the child, which even slight neglect or inattention had failed to secure. Every day would likewise disclose tendencies to, or acquisitions of, evil, against which his utmost vigilance has been vain. Thus, by a year's experience with his child as a pupil, our teaching parent would, perhaps, fully realize the magnitude and variety of responsibilities under which our public teachers are daily resting. It would then seem to follow, that if the public endeavor to supply that degree of education to which the leisure and the qualifications of parents are often inadequate, it is the plain duty of the latter to aid, to assist, to help bear the burden of these responsibilities. Much can be done by parents in this direction, by frequent visits to the schools—by consultations with the teachers in respect to the idiosyncracies of the children. Let teachers feel that parents are in sympathy with them—that the work of education is thus a mutual one—that while the teacher, within the walls of the school-room, is in the place of the parent, the parent will be, at home, in the place of the teacher. Indeed, there is no escape from the conclusion, that either teachers or parents are grievously at fault, whenever there is an antagonism between the school and the home. But where a true concord subsists between the school and the home, as in numerous cases in this city, there is not merely good scholarship, but good discipleship. Children lose thereby no part of their reverence and affection for their parents, but gain both through the inspiration of the teacher. Concentric circles of jurisdiction and love are thus formed, in the motion of which there is no jar or disturbance.

It is impossible, in our judgment, to over-estimate, in this relation of the home to the school, the value of a high, enlightened, and sympathetic parental influence, before which all difficulties between the teacher and the scholar vanish, to be seen no more.

Let us then earnestly renew the invitation often extended by our predecessors, and invoke the presence of fathers and mothers in the school-room.

Chairman.—TRACY P. CHEEVER.

ESSEX COUNTY.

AMESBURY.

That the education afforded by our public schools should be of a practical character—practical in the highest sense—is universally admitted. Frequent reference is made to its adaptation to the various pursuits and conditions of life, and its value is estimated by the degree of this adaptation. At the present time it cannot be improper to urge, with peculiar emphasis, the importance of educating our children for the duties they owe to their country. Their patriotism should not be left to be caught up at random, or to be developed only on occasions like the Fourth of July or election day. The character and objects of our national institutions should be taught in our schools. An intelligent and reverent regard for our Constitution should be sedulously inculcated there. Unless the foundation of a correct view of the rights and obligations of a citizen of a free republic is laid at school, in multitudes of cases it will never be so laid as to secure, in a personal application, a proper use of those rights, and a fitting discharge of those obligations. Even the girls in our schools should become informed upon the subjects of our nationality, and for this reason, if for no other: that upon many of them will hereafter fall the duty of imparting the earliest instruction to the young; and surely they ought therefore to be capable of giving a right direction to the first development of patriotic principle and feeling.

In concluding this report, the committee would congratulate their fellow-citizens on the fact that, although expectations have not been realized in every instance, the schools of this town have, on the whole, enjoyed a year of more than ordinary prosperity.

School Committee.—G. M. KELLY, J. MERRILL, Y. G. HURD.

ANDOVER.

Special attention has been called by the committee to the branches of reading and spelling. In the opinion of the committee, less attention has been bestowed upon these radical branches of education than their intrinsic importance demands. To teach a child to read, is to give him a key to the treasures of knowledge. Good readers and good spellers have been, and now are, surprisingly scarce, not only in our schools, but in whole commu-

nities of men and women, including gentlemen in all the learned professions; and this, it is apprehended, is attributable almost wholly to the neglect of the Spelling-book and Reader, and the bestowment of undue attention upon the higher and more showy branches in our Common Schools. We are glad to say that more attention is now given to these elementary branches, and that a marked improvement in both reading and spelling has been apparent in a majority of our schools during the last season. Correct spelling and good reading are very desirable accomplishments; and yet there are very few in the community who are thus accomplished. Those who cannot read understandingly will not, as a general thing, study profitably, think correctly, nor express their thoughts clearly.

The elementary branches should be thoroughly studied; spelling, reading, writing and defining should occupy a prominent place in all schools, and the higher branches should not be made so prominent as to crowd out the foundation work of successful and thorough improvement.

The art of reading has not, hitherto, been *taught* in our schools, to any considerable extent, as have been other branches of education. Children have been allowed to go through with the exercise as a matter of course; and if the words were pronounced according to the *dictionary*, little attention has been given to the attainment of correct inflection and proper intonation and accentuation. Recently, however, there has been in many of our schools a marked improvement in this respect, and it is hoped that during the coming year there will be found in our schools as large a number of good readers as there are now ordinary ones. Too often is the object of reading forgotten. "It is not, certainly, in being content with merely mouthing an exercise, the sense of which the reader is as ignorant of as of the language of the Chinese. It cannot be *reading*, to disregard the final consonants, clip the vowels, and abuse all rules of punctuation and elocution. To read with profit is to master the elementary process of reading; to understand the subject and aim of the author; to bring out with vigor and force the sentiments of the writer, and make them, for the time, his own." "A man who cannot read," says President Wayland, "is a being not contemplated by the genius of the American Constitution."

Order.—It is a trite saying, that "order is heaven's first law;" and surely it is the first law to be established and maintained in the school-room. In the absence of this essential element, no school can prosper. The boy, or man, who does not know how to submit to wholesome laws, can never be a good citizen. In the maintenance of order, three parties are concerned, viz., the teacher, the parent, and the scholar. The co-operation of these three parties is essential to the well-doing of any school. If the teacher have failings,—and who has not? those failings should be kindly pointed out by the parent; and in almost all cases the fault might be cor-

rected. Instead of this, how often, and much to be regretted is the opposite course taken by parents; thus in a measure paralyzing the efforts of the teacher, and inflicting a permanent injury upon the school. In many schools there are turbulent spirits that need subduing; and proper subjugation cannot be accomplished without the co-operation of the parent. "Schools are often rendered inefficient by the apathy of parents. There are some children who are docile, modest, and respectful. These are rightly trained at home. They love and obey their father and mother. Their parents are reasonable, and second the labors of the teacher, and make his duties pleasant. There are others in our schools who are rude, disrespectful, insolent, conceited, and self-willed. Over such the teacher has little permanent control. The reason is obvious: they are just what they have been made at home. Parents would do well to reflect on the fact that their children are their *advertising medium*; they exhibit, in their spirit, temper, and conduct, *fac similes* of themselves. The teacher may know the type of one or both parents before he sees them."

Truancy and Absenteeism.—The greatest hindrance to the full benefit of our Common Schools is found in the large number of absences and tardinesses of the scholars. This evil is not by any means peculiar to this town; it is a prominent subject of animadversion in some hundreds of reports of school committees, all over the State. It is an evil, we allow, which cannot be entirely remedied, but can be essentially lessened by the co-operation of parents with the teachers. The children from some families are allowed to go or not to go school, as suits their fancy; some are almost invariably tardy; many are allowed by parents to be dismissed at recess, or before. In one of the schools, this pernicious, and to the school, ruinous practice, has been carried to the extent of nearly neutralizing the efforts of the teacher. This school commenced with twenty-seven or twenty-eight scholars, and closed with only twelve. The evil has been so general, and in some cases so fatal to the interests of education, that the committee came to the conclusion that some remedy ought to be attempted, to stay the evil. They have, therefore, taken the labor and incurred a small additional expense, in order to show by tables the number of absences and tardinesses of each scholar belonging to the several schools, that parents, and all interested in schools and the education of the young may see for themselves how large, in the aggregate, is the amount of time lost to the scholars in our schools. These tables, it is hoped, will serve not only the purpose of stimulating parents to greater fidelity in requiring their children to be punctual in their attendance at school, but will be useful for future reference, and of great historical value. They will be perused with eager interest in after years, by those who are now children, but will then be men and women. With how much interest will be read the names of former school-mates, with their recorded habits of punctuality or remissness. It will probably

be found that the early habit of promptness at school, or the reverse, as it may be, will be carried into the active business of life, and will mark the character of the individual in all his various avocations and business transactions.

Primary Schools.—It is worthy of inquiry, whether sufficient importance is attached to the Primary Department in our schools. Special attention should be given to the selection of teachers who are fond of children, and who will make good impressions upon the young minds under their charge. “Just as the twig is bent, the tree’s inclined;” and no one, with perhaps the exception of the parent, has so much influence in keeping the twig straight, of giving the right direction to the minds of children, as the school-teacher. It is in this department that good or bad habits in reading and deportment are formed, and it is a mistaken idea that “any body will answer to teach a Primary School.” On the contrary, the very best teachers should be employed, and liberally compensated. In no period of life does the child need more skilful training than during the days spent in the Primary School. After a colt has once been well broken by one skilled in the business, a less skilful hand can afterwards manage him. “Few situations in life require so much discretion, so much energy, so much tenderness, so much self-control and love, as that of a teacher of small children.” *Our most important are our earliest years.*

Deportment and Morals.—It may be a question of much importance to both parents and scholars, whether sufficient attention has been given by teachers in our public schools to the inculcation of good manners and propriety of conduct among the scholars, both in-doors and out. It is a branch necessary to a finished education, and one, we apprehend, that has been heretofore too much neglected, both in the school-room and in the family. Children should be taught, both in the domestic circle and in the school-room, that good manners are essential to their success in life. The perfect scholar and the perfect gentleman, or lady, should be inseparable. Refined and graceful deportment is a sure recommendation to the favorable consideration of the world.

It is feared that many of the absentees from our schools are acquiring a street education which will fit them for any thing but good citizens. Said a State prison candidate awaiting his sentence, “Sir, I had a good *home* education; it was my *street* education that ruined me. In the street I learned to lounge; in the street I learned to swear; in the street I learned to smoke; in the street I learned to gamble; in the street I learned to pilfer. O, sir, it is in the street the devil lurks to work the ruin of the young.” In most villages there are street schools, and our own town is not among the exceptions. The *teacher*, above referred to, has a large number of apt scholars, who are making rapid progress in all the branches of education usually taught in the street. We would like to see a *street* school register with as

many absent marks as are found on some of our Common School registers. It would be well, we think, for parents to keep a record of the absences of their young sons from home during the evenings of the coming summer. The question may be asked, How shall we train our boys to spend their evenings at home? We answer, Make home the pleasantest spot and the dearest one on earth to them. Do all in your power to add to the cheerfulness and attractiveness of home. Take pains to get up pleasant and profitable amusements for them. Regard them as members of the family, and give them a place around the table with their sisters. It will require some sacrifice of ease and quiet, to keep your boys at home evenings; but is not their welfare worthy any sacrifice a father or mother can make? If home is made attractive, boys will have no desire to stray into the street.

It has been well said, that manners easily and rapidly mature into morals. Unless the moral part of our nature be educated, it is of little avail to cultivate the intellect; it will only arm the child with power to do evil. Care should be taken by the teacher to cultivate in children a strict regard for truth and honesty. The duty of the school-teacher is not fully performed while the culture of the heart and conscience is neglected. The law of our State enjoins it upon teachers to "impress upon the minds of children and youth committed to their care and instruction, the principles of piety, justice, and a sacred regard to truth, love to their country, and all those other virtues which are the ornament of human society, and the basis upon which a republican constitution is founded."

School Committee.—A. J. GOULD, SAMUEL C. JACKSON, SAMUEL H. BOUTWELL.

BEVERLY.

At the close of another school year, it is fitting that we should thankfully acknowledge and congratulate our fellow-citizens upon the fact that, while our land has been racked by an intestine struggle unexampled in the magnitude of its operations and the importance of its issues; and while we, in common with the citizens of other free States, have been called upon to contribute largely for the support and defence of the great principles now at stake, this community has been enabled to continue to its children, without interruption or retrenchment, the enjoyment of those educational advantages which are our pride, and which have, in the field as elsewhere, given to the sons of Massachusetts a deserved prominence. In educational matters this town early showed a deep interest. It is stated in the last (24th) Annual Report of the Board of Education, that "it is not known that a school committee's report had been read in open town-meeting before the year 1830. Concord claims the honor of leading in this custom." There are on file, in charge of our town clerk, school reports for every

year since 1805. That of the year following has upon it the endorsement, "Accepted by the town at its annual meeting, March 11, 1806;" proving conclusively that it was "read in open town meeting."

Chairman.—W. THORNDIKE.

BOXFORD.

We have considered the various interests of our schools so fully in our previous remarks that but little need be added. But we feel it a duty to call the attention of the town to the district system, as in operation here. We view it as a relic of the past. It was, we doubt not, when adopted, the best possible means of advancing the cause of education, and has served its age; but while we admit that some advantages not otherwise attainable may result from it, yet it is burdened with defects of a character most injurious to the best interests of education; and we hope that after a careful consideration of the subject, it may be thought best to give to the town the entire charge of our schools. It would then be the duty of the town to build and repair our school-houses when needful—a duty which, considering the interests involved, should be a pleasure; but which, we fear, judging from the reluctant action of districts, is not always viewed in this light. Under the arrangement contemplated, teachers would be hired by the town committee; and with their knowledge of the character and standing of each school in town, they should be peculiarly fitted for that service. The change proposed is not an experiment, it having been adopted by a large proportion of the towns in the State, and, so far as we know, with entire success; and we think that action of this nature would be progress in the right direction.

And this question, which is of vital importance to each of us, may be asked: How may we, with the greatest hope of success, encourage and assist our youth in their attempts to gain an education? We must provide them with comfortable, commodious and pleasant rooms. With teachers, selected not alone with reference to their intellectual qualities and attainments, but including with these a pure morality and a deportment which it may be safe for our children to copy. An aptness also to impart, is requisite; for without this the advantages just named are almost valueless. A teacher of this character is cheap at a high price; and one who does not in some measure approximate to this is dear at any price. And further we would say, parents must, by visiting the schools, show their interest in the progress of their children in their studies, encouraging the teacher also by the exhibition of interest in the result of his labors. And above all, parents should be very cautious in the expression of unfavorable opinions of teachers, if they have formed them, in the presence of children. And

if it shall appear that the teacher has erred, go to that teacher, and, in private, endeavor to accommodate your difficulties. If this shall prove unavailing, then lay your case before the committee, and in no case before the school. And, in conclusion, we would say, the condition of our schools, though not all we could desire, is perhaps all that could be expected. We have had, in most cases, faithful and competent teachers, and our opinion of their work is before you.

School Committee.—P. W. BARNES, MOSES KIMBALL, SAMUEL KIMBALL.

ESSEX.

Committees.—Able and faithful committees, both prudential and superintending, should be appointed to perform those duties which are delegated to them by the laws of the State. And in the performance of their various duties they should realize that much of the success of the schools depends upon their faithfulness and devotion to duty. The labors of the two boards are directed towards the accomplishment of the same object, and they should work together in harmony, in order to fulfil, most completely, the purpose for which they are chosen.

Teachers.—The selection of teachers, well-qualified in all respects, is, in the minds of nearly all persons, the most weighty matter connected with the success of our educational system; but, as we have referred to this matter before, we will only say, that the public opinion upon this subject has been found to be correct, as a general rule, though a good teacher may, under some circumstances, fail of accomplishing the full amount of benefit desired, and which would have been secured under other circumstances.

Parental Co-operation.—There is another subject to which we would like to refer before closing, and that is the influence of the family training upon the welfare of the school, and the necessity for co-operation on the part of parents and all others who have the care of youth, in order that our schools may be in the highest degree successful. The family must be regarded as occupying the front rank among the means of educating the young. Its influence is almost unlimited, either for good or for evil, and it is a wonder that so many apparently entirely overlook the subject, or are not sufficiently alive to its importance. The school is secondary and can do but little, if unaided by the genial influences of the home circle. That a child should obey the wholesome regulations of the school, no one will deny. And good order has long been proverbial, and is one of the first requisites to a prosperous school. But how can those scholars be expected to be orderly and obedient in school, who are, to a great extent, their own masters out of school? Regularity of attendance is another characteristic

of the good scholar; but it would be almost a miracle, if such a virtue should be found in scholars whose home training is in the opposite direction.

Parents, how can you with reason, expect the teacher to improve the manners or the morals of your children, if their evenings are spent in the streets? A volume might be written upon this subject alone, but as our object was merely to call the attention of parents to the matter, we will close by inviting your careful consideration of the subject.

Conclusion.—It is with much pleasure that we are able to state that, as a town, we now sustain a creditable rank in the County and State, in the matter of providing for the education of the young. And it is our wish, that we may never again fall below the average in such matters. And the committee have confidence that the well known good sense of the people of this town will lead them to make many other retrenchments of less relative importance, before they shall feel called upon to materially impair the present advantages of their children for acquiring the elements of knowledge. In times of war, the inevitable tendency of things is towards a state of barbarism. We shall be doing only our duty as true patriots, if we continue to our children the full educational advantages enjoyed in past years.

School Committee.—NATH'L BURNHAM, 2d., DAVID CHOATE, EDWIN SARGENT.

GEORGETOWN.

As the time is near at hand when the town will consider and vote upon the condition of our schools for the coming year, we beg leave to make a few suggestions upon this subject, asking for them such consideration as their importance deserves.

Have the educational privileges furnished for the youth of the town, for the few years past, been better than they need or deserve? And has the town done wrong or erred these few past years in providing opportunities for education? No friend of education can answer these questions in the negative. Then if the means of education have not been too abundant, the same means would not be too much for the ensuing year.

Ought the facilities for education to be materially diminished under the existing state of the times and country? It seems to us not. Our children need educating as much in war as in peace, and shall we show a waning faith in our government, and a waning patriotism, by failing and faltering in our support of what the most obvious lessons of the present awful national drama show to be the foundation-stone of our political fabric—universal education? And this, too, at a time when the God of battles is smiling with success upon our efforts, and glimmerings of peace are begin-

ning to be seen through the bloody din of the dreadful strife. Soon, again, peace and plenty will reign throughout our land. To disarrange our school system, if only for one year, would be attended with many and serious disadvantages.

School Committee.—J. P. JONES, G. D. TENNEY.

GLOUCESTER.

The committee cannot refrain from expressing their profound regret at the late action of the town, in declining to continue the office of Superintendent of Public Schools. Created by statute, to enable a community to exercise a more competent and adequate supervision of its schools than was possible under boards of school committee, as usually constituted, to the adoption of this means of general supervision, more than to any other general agency, is to be attributed the present prosperous and progressive condition of our schools. It becomes us, therefore, as citizens having them in charge, for the time being, to add our testimony to that of predecessors, in behalf of the system, and to record our conviction, formed after mature observation and reflection, that, in a town so large and so peculiarly situated as ours, it is almost indispensable.

It is believed that no candid person, who has considered the dimensions of our town, both as respects the number of its population and its extent of territory, the limited number of those equally competent and willing to serve as members of the school committee, and to devote the requisite amount of time and labor to the schools, who has carefully reflected upon the conditions to be observed, in order to secure their harmonious development and highest usefulness, can fail to perceive the absolute necessity for a systematic and adequate supervision of them.

The *primary* object of such supervision would be, in a word, to acquire a scientific and practical knowledge of the present and prospective condition of our schools. The *ultimate* object would be, to lay this knowledge before the people so as to insure, in reference to the schools, wise measures, true methods of thought, intelligent and healthful action, and, in the end, their increased prosperity. Now it will be seen, that, to attain this knowledge, to furnish the same to the people, and to achieve, by this means, substantial, beneficial results, is out of the power of the school committee, as the board is now constituted. The people cannot reasonably expect to derive much information, as to the true condition and interior working life of our schools, from half a dozen men engrossed in other pursuits, the extent of whose attention, spared from their own affairs, consists in hastily running through the examination of a teacher, dropping into a school, like a tithing-man, upon the occasion of a legal examination — not

one member probably visiting all the schools in a year. But, mechanically dividing the labor, the different members disperse themselves over thirty different schools, go through the count hastily, then turn their backs upon the matter, till the next "legal requirement" drags, or *fails* to drag them again to the thankless task. Add to this the fact, that constant changes are taking place on the board, from fresh elections and resignations, keeping the little knowledge gained diluted with a frequent fresh supply of ignorance,—and a very faint idea may be gained of the inability of such an organization to exercise the supervision necessary to the attainment of the required knowledge. Yet, it is to these random visits and incidental attentions, paid to the great interests in question, these rapid and desultory surveys of a wide field, and the correspondingly meagre annual reports prepared from them, that the people look for an intelligent and satisfactory exhibition of the actual and progressive condition of the schools.

The members of the committee may, indeed, gain a limited knowledge of the details of individual schools, and pick up a few items of general information ; but no adequate means are employed, to arrange, collate, and adapt these facts and details, with a view to exhibit, in an intelligible and comprehensive manner, the changing condition of the schools. Undigested, unorganized, unintelligible, abandoned at once to the forgotten pages of some annual report, their significance in the great cause of education is overlooked. Our practical knowledge of the matter is not increased by observation, nor the condition of our schools improved by experience.

This inadequacy of the school committee to meet the wants of the case, is neither exaggerated nor newly discovered.

"It is not too much to say," wrote Mr. Babson in 1850, "that no school committee for the last ten years has fulfilled all the *requirements of the law respecting the superintendence of schools.*"

The town would not hazard a longer disregard of law and reason, and, at once, adopted efficient means to secure the necessary supervision. Since that time, the board of school committee has been rather advisory and directory in its character, and the principal executive duties of the board have been discharged by the employment of a third party.

In all the years, then, of the last twenty-one, during which the school committee have been required to exercise this department of their duties, they have signally failed.

If the reasons assigned in 1850 were deemed sufficient to authorize the employment of this means of supervision, how much more cogent and abundant are they now, when, after the lapse of eleven years, the increased number of schools, and of teachers, and of pupils, multiplied educational appliances and the advanced requirements of the time, and the altered constitution of the board itself, have added tenfold to the labor and time exacted of the school committee ?

It will be conceded then, that adequate and systematic supervision of our schools is now, more than ever before, necessary ; that now, more than ever before, from the altered circumstances of the case, the board of school committee, as constituted, is unable to exercise such supervision.

We are unable to perceive, then, any means existing and available, the employment of which is better calculated to meet our wants, than the engagement of some suitable person, who, as superintendent of our schools, shall devote his daily life, his best energies of thought and action, to their efficient supervision. The verdict of eleven years' experience, and the general and statistical history of our schools, attest the wisdom of the measure.

The late action of the town, in declining to continue the office of superintendent, was urged upon the ground of economy, in view of the depressed condition of the times. But, if any weight is to be attached to the foregoing considerations, such action would, as a measure of practical economy, prove eminently unsound ; while, at the same time, it secures only an *apparent* reduction in our expenditures. For, if the members of the school committee faithfully fulfil only the bare requirements of the law, in relation to the supervision of the schools, their expenses and legal remuneration would amount to a sum sufficient to secure the services of a superintendent, at the usual compensation ; and it is believed, that no merely economical considerations would ever satisfy the people for the disastrous results which would follow a failure to comply with such requirements.

Chairman.—B. H. SMITH.

Penmanship.—The complaints often heard, of the little improvement in this branch, are made with so much reason, that every teacher should be solicitous, and inquire into their method of instruction, and ascertain if there is really any lack of care. The writing-books in present use furnish the scholar with a model copy, beautifully uniform and correct, and all the requisite for the best improvement is simply imitation. Subjected to this test, many books that exhibit great taste and tidiness, kept without blot or soil, and that show improvement, which with the casual observer would pass as unexceptional, are allowed to be written through upon a principle radically wrong. It is rare to take up a writing-book, and find the last line of the page as good an imitation as the first one that was written. It should be remembered that the copy is not only for the first half-dozen, but for every line on the page. It is frequently the case that wrong spelling, or great change in the formation of the letters, from line to line, indicates great or an entire disregard of the copy ; and the order of improvement is reversed by leaving each line more faulty than the preceding one. It is easily remedied. The aim should be, exact imitation ; the demand, the nearest possible approximation to it. In many of the schools the books

have been preserved with great care; and, in looking them over, there was so much to commend, that one hardly noticed the faults. But the highest attainable success is to be striven for; and, with that in view, a strict regard for imitation in the writing exercises of the copy-books, is urged.

Reading.—This brings us again to the Primary Schools, to which bad habits of pronunciation and enunciation can be traced, that are life-wrongs. This is not the place to advance a theory. My wish is simply, to plead for the closest attention to this branch in *every* grade of the schools. All that can be done in every department is necessary to make our scholars good readers. In the beginning, the ear should be trained to a correct perception of sound; the vocal organs rightly developed, and habits of clear enunciation and distinct articulation fixed. It gives me pleasure to bear witness to an improvement in this branch during the year, and that many teachers have kept in mind the value of right beginnings, studying how they might give correct instruction in the mechanical part, while they did not forget that it was an intellectual exercise. As the medium of much happiness and the rich source of a liberal culture, it cannot be too studiously cared for.

Superintendent of Public Schools.—GEO. B. BROOKS.

GROVELAND.

General Remarks.—In looking over our schools the past year, we have come to the conclusion that parents do not realize the importance of public schools. If a person has a very valuable article, he guards it carefully; if he has anything that affords him pleasure, he strives to enjoy it to the utmost; if he pays for the use of a thing, he will strive hard to get his money's worth of it. But to all this, schools are an exception.

Nothing can be more valuable to parents than the characters of their children; yet many of them appear to be indifferent whether these children, while in school, acquire habits of study or of idleness,—whether they improve or waste their time. Parents seldom go into school to see whether the teacher is doing his duty, or the scholars theirs. Yet the child knows that every thing that his father and mother value they look after. Matters of no consequence they let take care of themselves. Can the child then think that the school-room is a very important place?

It must be a pleasure to every parent to have a bright, well-educated child, who loves his books. For the child's mind must be occupied, and his hands busy about something. If he has a love for useful books, and a desire to improve, this love and desire will be a barrier between him and evil indulgencies and pleasures. And the greater this love, the stronger this desire, the greater will be the barrier between the child and all evil

habits. Yet how many parents labor earnestly, faithfully, to attain this great pleasure?

Again, it costs something to maintain schools. And this expense must be paid whether the children are in the school or in the street. If a man hires a pasture, he will try to keep his cattle in it, in order that he may derive all the benefit possible from the pasturage for which he has paid. Common sense suggests that as boys and girls are of infinitely more importance than cattle, that the parents should take infinitely greater pains to see that their children make the most of every opportunity for improvement. Yet the school registers show that many parents permit their children to be absent from school day after day; permit them to be tardy at almost every session of the school; and then probably they wonder that their children do not learn faster, do not love their books better, and perhaps complain that they have a poor teacher because he cannot awaken in the minds of their children an interest in the school. We would remind such persons that there are some things in this world that are impossible. And among these impossibilities is this: that a child can make much improvement, or feel much interest in school, while you permit him to be absent or tardy several half-days or days during each week. Do you doubt that this is an impossibility? You have tried one side of the experiment; now try the other. Send your children to school every day, and at the proper time, and then spend five minutes each day inquiring of them what they have been doing, what they have been studying, and see if your schools, your teachers and your scholars do not improve wonderfully. Would you have a thing done well, you must first convince the person who is to do it that it is a matter of importance. If you believe that schools are of great importance, show it, *show it* in the most effectual manner possible, by placing your children in school, *keeping them in school*, and by going into school yourself.

School Committee.—EDWIN B. GEORGE, THOMAS DOGGETT, SAMUEL BALCH.

HAMILTON.

The Speller.—Your committee have required a daily, constant use of the spelling-book in the schools the past year; a book that many teachers at the present day appear to think but little of, but one that we think lies at the foundation of the course of study required in acquiring a good Common School education.

Good spelling requires much study, and the scholar who learns to spell well in the Common School will never forget it; whereas, one who leaves the Common School deficient in that branch of study, no matter how far he

may be advanced in the higher branches of study, as they are called, will seldom if ever afterward learn to spell correctly.

We would recommend to the committee to keep the Speller in daily use the coming season, as we think that the scholars, particularly the younger classes, will be much more benefitted by an increased attention to it, than they can be by going into the arithmetic, grammar, &c., before they know enough of spelling to write the names of the studies, or the terms they use in them, correctly on the slate.

School Committee.—WILLIAM A. BROWN, JOSEPH P. LOVERING, BENJAMIN W. PATCH.

IPSWICH.

We now turn to duty. We do not refer to the duty of child to self, or of parent to child; but the duty of both to society. This idea is many times, perhaps usually, overlooked or discarded. We have been learning, the year past, that we have a country to live for—a country for which we are willing to make sacrifices. Let us not forget that our institutions have for their firmest foundation the education of the masses. Our government topples when the mass of the people are without education. If the people as a whole are in ignorance—unable to read, and hence dependent upon others for information, obliged to put each “X his mark,” when called to sign his name, and alike deficient in every other needed branch of education, he is a fit tool for every demagogue who may wish to use him for selfish purposes, even to the extent of subverting our institutions, which are now more than ever dear to us. We can hardly believe that the present rebellion would have ever arrived to its present awful proportions, if the people of the seceded States had had the advantages of the Northern States. A true Republic and ignorance of the majority cannot long continue; neither would it be desirable. South American Republics, among other things, need education to make them stable. If a parent, or guardian can do no more, he can do this much—and this much is not little—he can, as a patriotic man, insist that those under his charge shall be fitted for the duties of enlightened citizens, so far as the advantages of Public Schools will aid them. It is when we think of a youth as a member, not of the family, but as a component part of society, that it can be rightfully demanded of every one having children under his control, that he shall place these youths under the advantages by society provided. If we think of children simply as members of families, to add to their honor or profit, it would be palpably unjust to tax the State for individual advantage. You might as reasonably tax the people to furnish means for the personal adornment of such as might be inclined to ask it. We often hear the objection to raising money for Common Schools made by some who have no children to send,

or who have no wish to send them there, that there is no reason in compelling one man to contribute to the education of other men's children. This is all very true, if the good of society—the stability of our government, did not demand the education of the whole. For the satisfaction of those not having children, and for stimulating those who have to improve to the utmost every facility for education, we wish we could learn how much of this million and a half raised in the State, is paid by those who derive no advantage directly in their own families from Public Schools. Society has therefore a right to demand that every child shall avail himself of the privileges of school, and that regularly. Society has a right to blame every parent who is remiss in this duty.

It would hardly be impertinent for one citizen to ask another why he does not send his child to school, and see that he is always there in season, and till its close. We sometimes berate those who, sending no children to the Public School, object to the school tax; there would be vastly more justice in complaining of those who have children, yet suffer them to grow up in ignorance.

Every unnecessary absence from school is a cheat practised upon community, to the extent of the public outlay, and, so far as it goes, is dangerous to the best interests of society. In some countries parents are compelled by law to send their children to school for a prescribed time. This may seem to some not unlike the act passed by general court in 1661, empowering the "seven men" to sell the farm of a man belonging to this town, who, "on account of distance, absented himself with his wife from public worship, that they might be nearer the sanctuary, and be able to attend on its religious services." But otherwise. It is almost a self-evident truth, that if it is the duty of a town to provide schools, because it is for the public good, it is, for the same reason, and in the same degree, the duty of every parent to insure the attendance of his children; and as evident, too, that if a school-tax may be raised by compulsion, there is no injustice, if expedient, to compel, by like means, the attendance of every child, when attendance is possible.

Parents, you have no more right to send into the community your children maimed in mind, by your failure to secure to them the advantages of common education, than crippled in limb, by your hand, unfitting them for the usual duties of life. You cheat society of well-educated men; and children are taught, or ought to be, that cheating is sin.

School Committee.—GEORGE R. LORD, J. E. BOMER, J. Q. PEABODY.

LAWRENCE.

Music.—This branch of education, justly esteemed an accomplishment, but comparatively of modern date as a Common School study, has been wisely placed in our list of required High School studies. The science

and the art have been faithfully taught in this school the past year by an accomplished professor, Mr. Samuel M. Downes. The whole school have devoted to it an hour and a half each day, two days in a week. Proficiency on the part of the pupils has been varied, and much in proportion to the interest felt by the pupils. Some three or four have been excused from this exercise, from an alleged (perhaps imaginary) incapacity to sing. Many others have not manifested the interest necessary for much progress. But no member of the committee, probably, who has been present at the exercises, will doubt the efficiency and fidelity of the instruction, or the desirableness of its continuance under possible modifications. It is not only valuable as a science, it is desirable as an accomplishment, and as an exhaustless source of recreation it is innocent and refining.

Evening Schools.—In communities like ours, a large portion of which is composed of youthful operatives, early withdrawn from the privileges of day school, the evening school has of late extensively attracted the attention of public-spirited citizens. Although not under the supervision of the committee, it seems not inappropriate to allude to this enterprise conducted by our city missionary, with the aid of a corps of faithful and self-denying volunteer teachers. The enterprise was commenced two years since, and has been continued through two terms, of about four months each, designed specially for the gratuitous instruction of youths and adults unable to avail themselves of the public day-school. The last winter's session of four months closed on the first of March. It was held two evenings in a week, with an average attendance of over two hundred pupils above the age of fourteen years, under the instruction of eleven male and fifteen female teachers. The only compensation of these teachers has been the consciousness of aiding largely to promote individual happiness not only, but the well-being of the body politic. No one acquainted with the workings and results of these schools can doubt their practicability and usefulness. Many persons have thus been stimulated and aided in acquiring the elements of reading and writing, and of other fundamental branches of education, and and at the same time have been secured from the manifold temptations spread broadcast around them, during the long evenings of the winter months. It is certain that the city government, in appropriating a small sum, which they have generously done, for the purposes of rent and incidentals, will secure ample returns in augmenting the public welfare. This school has again opened for its third session, under the same control, and the same favorable auspices, unless it be that the straitness of the accommodations, after provision for two hundred and fifty pupils, has compelled the rejection of twenty-five applicants.

In concluding this report, embracing those topics which have seemed to me more especially to claim the consideration of the committee and of our citizens, I am happy to say that the results of our school year, now closing,

have been, in the general, highly satisfactory. Our *system* theoretically approximates completeness. Perfection in *development* is the end to which we now look, in great measure through a corps of competent and devoted teachers. In such a corps—fifty in number—it would be impossible to find all equally qualified in acquisitions, temperament and tact; but we have evidence of a fidelity and efficiency, on the part of our teachers, worthy of commendation. The instances are few in which the manner and temperament of the teacher have not secured the confidence and love of the pupils.

Parents, guardians, and the youth of our city, may well be congratulated upon our Public School System, so happily appointed, and so generously sustained by our city authorities.

Superintendent of Public Schools.—JOS. L. PARTRIDGE.

Oliver Grammar School.—It may seem almost superfluous to offer any extended remarks in respect to this school. It has so long commended itself to our citizens, and the management of it is so well known, that it requires very little comment at the hands of your committee. Suffice it to say, it still maintains its excellent standing; its corps of teachers being faithful to their charge, and interested in their work. A few thoughts, however, suggested more particularly by an examination of the different departments of this particular school, may not be inappropriate. We have not only here, but in fact in our entire circle of schools, one of many instances of the wise provision of those who had the early management of our municipal affairs. The same foresight which led to the construction of our town hall building, adapted in all its parts with reference to the future wants of a city, governed the people in the establishment of our present school system. This system has been in successful operation since 1849, and has so fully equalled the most sanguine expectations of the friends of education, that we do not see at this day how the *plan* itself, whatever may be said of occasional imperfections and breaks in the machinery, can be improved, either on the score of economy or efficiency.

To satisfy ourselves of its efficiency, we have only to visit towns where the plan of graded schools does not, or from the nature of the case cannot, exist. We should find, doubtless, many excellent schools, many good teachers, but we should observe no two alike—neither actuated by the same stimulus, nor animated with similar spirit. Under our system all the schools have more nearly the same standard to attain, and are moved by a like desire to advance from the Primary to the Middle, from the Middle to the Grammar, and from the Grammar to the High School. A generous and very proper rivalry exists among the pupils of one school to stand as high in rank on entering the higher grades, as those who may have entered from other schools; while the same ambition prevails among the teachers,

stimulating all to exertion—to which they are prompted, not merely by self-interest, but by a laudable desire to excel.

On the ground of economy, our system is a good one. We have in the Oliver Grammar School, the present term, six hundred and thirty pupils. The standard of attainments established is such, that when the scholars of the Middle Schools have reached that standard, they may be admitted to the Grammar Schools. Now, no one teacher can instruct successfully more than fifty or sixty scholars. Suppose, then, that the Oliver school-house were not in existence—how should we dispose of these six hundred and thirty scholars? This could be done in one of three modes:—Raise the standard of admission, establish *one* Grammar School on this side of the river, with say fifty-five scholars, and send out the remaining five hundred and seventy-five, who are not up to that standard, into independent schools of lower rank, thereby creating the necessity for more buildings and land, involving the city in heavy additional expense, not only by the first cost, but by the interest on the expenditure; or, lower the standard of admission, and establish three or four Grammar Schools, as has been done in some towns in the Commonwealth; or, lower the standard still more, and adopt the present plan.

To either of the former modes of arrangement, objections will naturally occur to any who will reflect at all upon the subject, not the least of which would be :—

1st. The greater the number of independent teachers, the greater the inconvenience and detriment in the increased liability to changes, which are almost always prejudicial to the interests of a school.

2d. The less would be the certainty of attaining to the same high standard of excellence on the part of scholars.

3d. The less would there be of that *esprit du corps* which pervades the school as it is.

As now arranged, one building answers the purpose perfectly, for the large number of scholars already mentioned; the whole establishment is under the direction and control of one responsible head; the discipline of the whole is more systematic, the attainments of the scholars are more uniform, and there is a greater desire to advance than could be excited under any other system, just in the same manner as greater military proficiency, better discipline, and greater efficiency, when called into immediate service, will be secured, when the men have always been drilled as regiments rather than as independent companies.

For the Committee.—JOHN R. ROLLINS.

LYNN.

Primary Schools.—Of the twenty-eight schools there were at the close of the year eight Sub-Primary, eight Graded Primary, and twelve Mixed Primary Schools. The term Sub-Primary is used instead of Alphabet, as more properly characterizing the school. The Graded Primary contains only the upper classes of the Primary School. The committee have been well satisfied with the operation of this system, and have carried it into operation wherever it was practicable to do so.

The Sub-Primary Schools deserve, for the most part, the high commendation of the committee. It needs but a brief visit to one of them, to enable one to understand how much more kindly the little ones are cared for, and how much more profitably they are employed, than under the former system. There is increased variety of motion for the body as well as for the mind; and we are sure that the benefits will be as great physically as mentally, now that the smaller children are freed from so many restraints to which they were necessarily subjected before. But we are well aware that there are no schools which tax the ingenuity and patience of the teacher so much as these. It requires positive genius to devise constant and useful employment for all the children.

Under the present system no schools are more pleasant, or show the effects of drill more rapidly, than the Graded Primary. A slight tendency to routine was observed. Generally there has been much drilling in articulation. One or two were slightly defective, and will receive the early attention of the committee. In most of these schools the scholars read more distinctly, and with more variety and propriety of modulation, than we have observed before. There were some cases of special excellence in spelling.

The drawings in many of the school-rooms of all the grades were observed by the committee with special pleasure.

Some observations in the way of suggestion and direction in regard to all the Primary Schools, seem to come in more appropriately here, than under the head of general remarks.

No qualifications for teachers in these schools are more highly prized by the committee than gentleness, and the power of winning the affections, and cultivating the sensibilities of the children. It may be hard for the fastidious to have and to give proofs of affection toward children neither very comely nor tidy. But it is a great thing for them to realize that they may be lovable, and will be loved if they deserve to be. And the teacher who understands her duty and responsibility in this respect, can exercise an unbounded influence for good on the unformed mind of the child.

The idea is becoming prevalent among the teachers that it is quite as necessary for the children to be thoroughly and constantly exercised in all

that pertains to reading and spelling, as in Colburn's arithmetic. May the transition continue.

Some teachers ignored the spelling-book. For the satisfaction of such, the committee express their purpose to conduct the next examination in spelling chiefly from that book.

The general attention paid to drilling in sounds of the letters, and all possible combinations, rendered more noticeable and painful the few instances of negligence.

High School.—It was the wish of all the committee that the report should contain some suggestions in regard to dress in the High School. They have observed a growing disposition to indulge in luxuries of dress. The effect, known to the committee, has been to stimulate some to unwarrantable expense, while others have become so disheartened by the inequality between themselves and others, that they have refused to remain in the school. Some, also, have been hindered from attending at all, for the same reason. It would show generosity, and true kindness, if the more fortunate would set the example of attending that school in plain, cheap garments, and would establish a custom in regard to dress, which would be practicable for the poorest who attend. There have been examples of this generous simplicity, young ladies whom the committee would like to name, if it were proper to do so. There should be a constant endeavor to establish the feeling, that personal cleanliness and neatness meet the highest requirement of school fashion. So might be saved many heart-pangs, though envy never dies. "*Verbum sat sapientibus.*"

General Remarks.—There are utilitarian views of education prevalent, not only in Lynn, but generally, against which we wish to utter our strong protest. It is one of the great evils of our day, that nothing is valued that cannot be turned into coin. Show how dollars can be made out of any pursuit, whether of letters or any thing else, and there is no lack of effort and ambition. But the idea that there may be intellectual wealth, seems to have forsaken the heads of Young America. Argue that knowledge is power, content, a resource for pleasure and a solace for pain, a preparation for usefulness, a better endowment than wealth or station, and you make your appeal in vain. There is little response of youthful ambition, little kindling of life's vernal fires. The examples most emulated are those of rapid business success. And if a study of the school cannot be shown to have a practical bearing on that end, it is regarded as absolutely valueless. Hence arise the strong prejudices of many scholars against certain studies in the High School. One can see no good for him in the study of geometry. Another wishes to be excused from botany. Some object very strongly to the study of intellectual and moral science, and against Latin there is no end to the complaints. And hence comes a continual clashing between the views of the committee, and the feelings and wishes of many scholars.

If the test were applied to all studies precisely as we have it applied to those to which the lads with youthful fancies object, we should very soon reduce our school course to the narrowest limits ; algebra, geometry, rhetoric, the philosophies, many things in arithmetic and geography would be set aside, as practically valueless. In fact, English grammar, arithmetic,—enough to cast notes and keep books,—writing, and a slight course in geography, would constitute the total of a *useful* education. Such, briefly, would be “the practical idea of an education,” as it is called, brought down to a point, and applied.

The evil effects of these notions are widely extended, and deeply felt. It is wonderful how hard the boys fight against the good intentions of the school committee. We have not a wish or a feeling that does not have regard to their good, and yet they sometimes gravely persist in telling us, to our face, they do not see what benefit they are to receive from this or that study, notwithstanding all fair arguments have been exhausted. We have sometimes imagined what we should say, if the boy who had reached such a point were our own. But with the patience learned by serving on the school committee, we think we should answer his first essay somewhat as follows: “Presumption, my son, is characteristic of youth, especially in these modern days. Formerly lads grew up with a wholesome conviction that to be young was not, necessarily, to be wiser than all the fathers. It is apt, now, to take ten or fifteen years of adult life to teach a boy what he should know at fifteen, viz., that he knows very little indeed, and that he acts wisely only when he follows the counsels of those who have lived longer, and matured their judgments.” We should say, further, “You live in an age in which the people, generally, think there is no use in any thing except dollars and cents, and the influences about you have, doubtless, infected your mind with the idea that what does not win them is worthless. If you live long enough to have your mind enlarged by study and travel, you will know that power and usefulness do not come from small minds and mean attainments. You are only in the rudiments, if you get every thing our Public Schools can give you. But you may receive some things more valuable, even here, than money. Among them, a disciplined mind, strong to act, to devise, and to endure. You will learn that your present assumptions are narrow folly, and if you persist, you will regret, to the day you die, that you did not listen to those who were qualified, by experience and gifts, to direct you. Take your book and go to work.”

If he still persisted, we think we should do as John Adams' father is said to have done, when the boy came home from school wishing to lay aside Latin Grammar,—find a very wet swamp, and set him to ditching till he was cured.

In truth, it is the desire of the committee to furnish the children something better than mere marketable knowledge. We would send forth intelligent,

thinking, high-minded men and women; and in order to do this, there must be mental discipline. The mind must be educated and exercised, drawn out and drilled. For the accomplishment of this object the course is arranged. Experience has tested it, and keeping in mind the limits to which we can go, we do not see how it can be materially improved.

Besides, we wish to open to the scholars as many fields of thought and investigation as possible, in the hope that they will, in some direction, find themselves stimulated to continue their education after school-days are over, and so be hindered from losing all the benefits of the training they have received. We have reason to believe this object has been attained, to some extent. Many graduates of the High School are still pursuing various studies, and thus reaping the benefits anticipated for them.

We desire, also, to remove temptation to vice, by giving pleasure in what is right and worthy. We expect that the faithful drill of the school-room will give that firmness and stability to the character, which is the strongest safeguard against temptation. We hope that the elevating influence of a just education will give tone and dignity to the character, such as will lead our youth to shrink from mean vices, and to shun giddy pleasures.

This is our utilitarianism, and we can but regard it as having a more noble and worthy end than mere ability to do some small business correctly.

With these remarks, and with the strongest desire that our Public Schools may continue to prosper, and may fulfil all purposes for which they have been constituted, the report is respectfully submitted.

Chairman.—ALFRED OWEN.

LYNNFIELD.

Teachers.—No class of persons is in a situation to exert a greater influence on the minds of children and youth than the teachers of the Common Schools. Their influence is not confined to the present, but may have a life-long effect upon the forming mind. Hence the importance of affectionate, conscientious and devoted teachers. It is not enough for teachers to instruct their scholars in the elementary principles required to be taught, but the statute makes it their duty to impress upon the minds of children and youth committed to their care and instruction, "the principles of piety and justice, and a sacred regard to truth, sobriety, industry and frugality; chastity, moderation and temperance." It seems to your committee, that these latter requirements of teachers are every where less attended to than the welfare of society demands. It is of more importance that a child be faithful and conscientious in duty, than to be able to analyze a sentence grammatically. A scholar may be an adept in all the elementary branches of science taught in the schools, and yet be found untrustworthy in his

intercourse with society. Such are doing the greatest injury to themselves, for no one will trust such when known. But the faithful, honest and truthful child, becomes respected by all who know him. Faithfulness in duty is one of the highest attainments which a scholar can acquire.

With what satisfaction do we look upon a man as he walks the streets, if we can say, there is one with whom we can trust our persons or property, if in his hands, with implicit confidence, so far as man has power to act. With what confidence do we regard a woman, who in all her varied relations in society is known to be faithful and true; and with what satisfaction do we see the scholar growing up in the Public School, who by faithfulness in duty, regard to truth and honesty, gives promise of his future usefulness and respectability. Teachers may do much in their every day intercourse with their classes, towards elevating the minds of their pupils. For instance, in their recitations in geography, their attention may be called to the wisdom and goodness of the Creator in preparing so magnificent a habitation for the dwelling-place of man, and to that sustaining Power,

“Which bears the earth’s huge pillars up.”

If reciting lessons on the interesting and sublime science of astronomy, and noting the revolutions of those rapidly revolving spheres that present themselves to view in the nocturnal sky, the mind of the pupil should not be permitted to rest here, but be directed to look with admiration and love beyond all these material things, up to the great uncreated Original, who hath done all things well,—“who by his spirit hath garnished the heavens, and who hangeth the earth upon nothing.”

School Committee.—J. NEWHALL, ISRAEL A. PARSONS.

MARBLEHEAD.

Advancement.—Parents often commit great errors in their eagerness to advance to higher schools children who are not qualified. It is a great obstacle to their progress, and should be condemned by all who are interested in their welfare. Pleased with the idea of their promotion, they think it will result in making them perfect prodigies of learning, as they cannot sit under the droppings of the new school, however high above their comprehensions, without catching something of its inspiration. Nothing can be more absurd than this. Yet such things often happen, and if indulged in, would be a source of trouble to the committee, a great tax on the teacher, and of incalculable injury to the pupil. The committee have long tried to impress upon the minds of parents the necessity of a thorough course of study in the schools; yet, in the face of these persuasions, they have been importuned to promote children, who were to be assisted in their

lessons and aided in their daily recitations at home, until they should be qualified to enter their respective classes. How preposterous is the idea of imposing such excessive labor upon the minds of young children. With all their exertions they would drag along in the rear of their class, making but little progress, and at the end of a few weeks or months would become completely discouraged. Had they continued in a school adapted to their capacities, their advancement would have been far greater. Teachers know this, and will readily admit that those who have the charge of primaries and intermediates are better qualified to impart the instruction most beneficial to such scholars, than others whose business it is to teach higher branches.

Truancy—Is a great evil, and is making rapid progress among us. Hardly a day passes in which children may not be seen patrolling the streets during school hours, wasting their precious time, and preparing their youthful minds for the growth of those crimes which are the offspring of idleness and evil companionship. More especially is this the case during military parades, for then may be seen scores of school children, of all ages, following and composing part of the pageant, from the urchin of five years to those who are entering upon manhood. By pursuing such a course they become incapacitated for all future usefulness, and grow up drones in the social hive. It is lamentable to behold talent wasted in this manner; and, in an inferior point of view, much of the town's money is lost by this objectionable and evil habit. We do not see so large a percentage of truants upon such occasions from the Private Schools. Parents very sagaciously remark that if they must pay for their children's schooling, they will not allow the money to be thrown away. If the object be to save money, the observation is a very correct and economical one. But if the great end is to train up children in the way they should go, the remark is very foolish. We have no reason to consider private tuition superior to what may be obtained at our Public Schools. Where a special course of study is needed, private tuition may perhaps be preferable; but such cases are isolated and not of frequent occurrence.

Physical Education.—While we are striving for the mental improvement of our children, let us not overlook their physical education. We should remember that health is paramount to all other blessings, and that no one can enjoy it without a knowledge of its laws. To act in accordance with these, he must study his physical constitution, and like a faithful guardian, carry out all its requirements. Lectures should be given to the young in this important science by those who understand the subject, and a regular course of study marked out for their physical improvement. Already a few prominent men in different parts of the country have agitated the matter, and among our own citizens is one who deserves great credit for the zeal which he has manifested in this important field of labor. This

great branch of education some teachers neglect, as is evident from the close and over-heated condition of their school-rooms. Windows are frequently closed when they should be open, and often an atmosphere is breathed which is almost as oppressive in its effects upon the lungs as the "simoon of the desert." Nor is this all; for many diseases are contracted by the pupils in passing from the torrid zone of the school to their homes, while often exposed to a difference in temperature of ninety degrees. Such a course is unnatural, and its effect upon the pupils very destructive. Boys, to be healthy, must breathe the pure air of heaven, give full exercise to their limbs and muscles, that their physical natures may become fully developed, and that they may arrive at vigorous and healthy manhood. We have retrograded in these important habits since the days of our ancestors, and are so enfeebled that we shall degenerate into a race of pigmies unless we reform.

Chairman.—ANDREW LACKEY.

MIDDLETON.

That the scholar may perfectly understand what he reads, and fully comprehend the meaning of it, he must know the meaning of the words that compose the language in which the story is written. Careful attention has been given, by our teachers, to the definition of words. In giving lessons, we have directed our teachers not to tax the scholar beyond his ability, but to give such lessons as are clearly within the power of the scholar to learn, and then admit of no excuse for his neglect; and, if it be necessary, to require the scholar to remain after the usual school hours to get his lesson. It is not the question with us how many pages the scholar has passed over, but how much he has learned. The most thorough teaching is the most useful. To know something, where you should know every thing, is of little practical utility. Thorough teaching has been practiced in our schools. But the mere acquisition of knowledge, however important the branches of education usually taught in our schools may be, is not all that should be learned. Habits of industry, punctuality, of attention to business, of good behavior, exactness in the performance of duties, with a sense of responsibility for conduct; the training of children to virtuous habits, correct moral principles, that they may not only be learned in science, but exemplary in morals, that they may become good and useful members of community—these are among the most important duties of the teacher. Very nearly allied to good morals is good manners. To be well bred, to sustain the character of the gentleman or the lady, is to exclude from our language and our conduct every thing vicious, low, vulgar or profane. The rules of urbanity, of common politeness, require correct moral principles and habits.

A commendable degree of attention has been given in our schools to composition. To *write well*, in a superlative degree, is a very desirable accomplishment, attained only by the few ; but to write well enough to be easily understood, well enough for all the common business of life, is to be attained by the many, depends much on study and practice, and is something to be learned. The young ladies of our town, some of whom are connected with our schools, have, at some of our social meetings, read to us specimens of their composition, pleasing, instructive and useful to us, and highly creditable to their research, their knowledge, and to their skill in the use of the pen. All these had their "first lessons" in our schools.

We would sedulously teach our children the love of our country ; that we have the best government in the world ; that we confidently hope it will forever remain unimpaired ; that on them will be the responsibility of transmitting it to others ; that there is no sacrifice too great to sustain it ; that, in the language of Washington, "indignantly frowning upon the first dawning of every attempt to alienate any portion of our country from the rest, or to enfeeble the sacred ties which now link together the various parts," each should be ready on every occasion, when necessary, to devote his time, his fortune and his life in the service of his country.

Superintending School Committee.—E. S. PHELPS, SAMUEL PEABODY, JAMES N. MERRIAM.

NAHANT.

One of the many lessons taught us by the present public disorder in our country is, that our young men should be instructed in some of the elementary principles of the military art ; for whilst we do not forget that peace is the true glory especially of a government like ours, yet our unhappy experience proves that even the most highly favored nations cannot expect entire exemption from war. Many of the elements of military knowledge would be useful to the citizens in the practical duties of life in time of peace, beside the general truth, that the recognized ability of a people to wage successful war is the most likely condition to insure a lasting peace. The convictions of the public mind seem to demand that the system of Common School education should embrace, in some degree, the elements of such instruction ; and as it appears to your committee such a result, confined within reasonable limits, might be very well obtained. Such a course might consist of a general view of physiology, founded upon the anatomy of the human body, with proper instructions for the development of muscle and limb, for the treatment of simple fractures and wounds, to prevent loss of blood, to resuscitate from drowning, to guard against sun-stroke, and such other accidents which are of frequent occurrence, a general knowledge

of the treatment of which, in sudden emergencies, might prevent much loss of life. It ought also to treat of the properties of the common articles of food, their adaptation to the variety of climate and season, the most nutritious modes of cooking, as well as the culinary art in general; of the horse, how to select him, to train, to care for and to use him, with a general knowledge of his diseases, and the remedies therefor; to which should be added instruction on gunnery, with a description of the different arms and projectiles in use, with practical instruction with reference to the measurement of heights and distances at sight; all of these might be made subjects of profitable study by pupils of both sexes, with the exception perhaps of the last, and in connection with the Manual of Agriculture recently prepared for the use of Common Schools, would go far towards securing practical knowledge as the result of Common School education, which is too often overlooked.

The highest obligation of the citizen is due to the State, as the first duty of an intelligent creature is due to God; and in obedience to her requirements no sacrifice can be deemed too great, nor any duty too arduous, when her interest demands them at the hands of the most obscure even of her citizens; because all his rights, privileges and immunities are guaranteed to him by her most solemn compact. Her arm interposes in his behalf whenever his rights are invaded, and secures to him exact and equal justice. Her honor is in the keeping of all her citizens, who, according to their ability, are responsible for her good name at home and abroad. She rejoices in all their prosperity, and takes delight in all their success. To the unfortunate and the poor, she extends her hand in generous charities, and her high places are open alike to the sons of the rich and the poor. This is the inheritance of our children, to be enjoyed according to their culture and capacity, and where can we look with greater confidence for aid in the foundation for this needed culture, than to the system of Common School instruction which is so generously afforded in this Commonwealth?

School Committee.—JOHN Q. HAMMOND, HARRISON BARNES, ALFRED D. JOHNSON.

NEWBURYPORT.

Changes of Teachers.—The changes of teachers the past year although less numerous than at some former periods, have still been such as to prove a disadvantage to our schools. Candidates for this position should, in the first place, prepare themselves thoroughly for the work; and then we think it for the interest of our schools, that of candidates equally qualified for the office, uniform preference should be given to such as express the purpose of devoting themselves for a considerable period of time to teaching. We do not doubt that a teacher may remain in a school beyond the measure of his usefulness. Of that the committee must in each case judge. But

we believe, in a large majority of instances, a change of teachers is a serious evil to a school. The discipline and modes of instruction of each new teacher are peculiar; and a large amount of time is lost in the mere work of familiarizing pupil and teacher with each other.

Parental Co-operation.—With the best possible teachers, comparatively little can be accomplished in the school-room without the constant sympathy and aid of parents. We have known cases in which either the father or mother went over every lesson their children were required to learn. How different is this from the course of those who never speak to their children of their studies, and feel no interest in their school except to send them when no good excuse occurs for keeping them at home. It is a reproach to the community that so few of the *fathers* are seen in the school-room, even at the public examinations. An exhibition of their own manufactures, or merchandise, or even of their cattle, would be sure to find them present. Do they accord with the estimate of Holy Writ: "How much better is a man than a beast?"

Our schools continue to suffer from the irregular attendance of the children. It surprises us that those same parents who object to long vacations, should incur the fearful extravagance of wasting the public money, as they do, by keeping their children at home, or allowing them to absent themselves for every trivial reason from school. Dr. Winship tells us that the human frame, to reach its utmost strength, must be subjected to *continuous* exercise. So it is with the mind. The child who goes steadily to school will accomplish, we believe, a third more at least, in a given number of hours' study, than one who is allowed to be absent three, or two, or even one day, of every week in the term.

Private Schools.—It is a remarkable circumstance, that of the sixty-seven applicants for admission to the Female High School, all excepting two were from the Grammar Schools, and these had formerly belonged to those schools. Few, excepting small children, attend Private Schools in this city. While in Salem, \$13,000, a sum nearly equal to all we raise for our Public Schools, is paid for private instruction, the amount so paid in Newburyport is believed to be less than \$1,000. Our citizens may well be proud of their Public Schools, and feel, notwithstanding the large cost of sustaining them, that no city in the Commonwealth procures more in this way for its money than ours.

We have a band of faithful teachers; every year is doing something to elevate our schools, and it needs only the cordial aid of our homes, improving the manners, and training the heart as well as the intellect, to render our present excellent system perfect in its methods, and completely successful in their application to the schools.

School Committee.—EDWARD S. MOSELEY, WILLIAM E. CURRIER, NATHANIEL GREELEY, B. G. GERRISH, GEORGE W. HALE, A. B. MUZZEY, B. R. KNAPP, WILLIAM HORTON, WILLIAM THURSTON, N. A. MOULTON, D. T. FISKE, JOSEPH V. JACKMAN.

NORTH ANDOVER.

Probably there is not a school committee in the State who would not grant, without a moment's hesitation, that there are prudential committees in every town, just as well qualified to *guess* at the probable success of an applicant for a school, as *he is*. *We* are ready to grant it, and should be glad to defer in any such case, to the judgment of such men as have served, and are now serving in this capacity, in our town. But the truth is, no man can *know* whether one he has never seen is qualified to teach till he has thoroughly examined him. During our term of service we have seen a score of applicants whose outward appearance was as good as the best, who, upon examination, showed an utter unfitness to impart to children, a clear, exact knowledge of any thing that could occasion difficulty. If then, a virtual or actual examination should precede the applicant's engagement to teach, the business of selecting teachers should be in the hands of the school committee. All candidates must be, first or last, examined by them, and the ultimate decision rests with them, wholly. It is a first principle in mechanics that a machine for any purpose whatsoever, be as simple as it can be, and do the work. On this principle, a competent committee of three is certainly better than two committees for the same purpose, making in all, nine. As to one method being more democratic than the other, both are as democratic as they can be, for there can be no legal prudential committee, not chosen by, or by the authority of the whole town.

Still it is of much less consequence who hire the teachers, than how they are hired. If merit and thorough fitness, not in books alone, but in all respects, is made the condition, and if these are put into fair competition, either method will succeed. Otherwise they will both fail.

We sometimes hear it asked "if some who are not very far advanced in study are not as good teachers as others who are?" We answer Yes, unhesitatingly. But does any one who asks this question suppose that the success of the former class is good, because they are not learned; and that the latter fail because they are learned? One may govern well, and his success be owing to that; another may not govern at all, and his failure be owing to that. One has tact for teaching, and will therefore succeed; another, thoroughly educated, has no tact, and he will therefore fail. But so far as teaching is concerned, a clear idea of all that is to be taught, and power to communicate, are indispensable. That method of selection alone is safe that insures the possession of these qualifications beforehand; for those only who possess them will, in the best sense, succeed. Our views of this whole matter are unworthy, unless we regard the teacher's business in the light of a profession, to which nature has adapted him, and for which study has fitted him, and to which he has consecrated his life, or a considerable portion of it, at least. To sum up all we have to say on this matter,

no teacher should be employed who is not possessed of the following qualifications, viz. :

1. Practical good sense.
2. Love for the work of teaching, and enthusiasm in it.
3. Love for children, and a natural way of showing it, so as to call it forth from them.
4. Unflinching perseverance and firmness.
5. A clear, practical knowledge of all the branches of elementary science, particularly the science of juvenile mind.
6. Habits of diligent, persevering study.
7. Ambition to excel in the profession.
8. Personal excellence of character, and purpose, of the highest type.

If persons of this sort, who have chosen the work for a term of years, are employed, reference being had to the fitness of the person to the peculiarities of a particular place, success is as certain as it can be, beforehand, in any human undertaking.

These considerations have been urged upon our attention by the existence of an opinion, that if one can answer some dozen questions, more or less, in the several branches taught in Common Schools, he is fitted for teaching; and that, for a Primary School, less than this, even, is demanded. No greater mistake could be made. While we urge the employment of none but the best talent in school, any where, if there is to be employed one teacher that is better than another, that teacher should be employed in the Primary School. The idea that a beginner will do for foundation-work, is scouted almost every where else but in teaching. One of the most important duties of the Primary teacher is to teach the children how to study and think. How can a tyro do that? The Primary School is the hardest of all, and the last place to put one who is imperfectly qualified to teach. And there is no place in which a thorough education can be turned to better account than in a Primary School. To keep small children alive with interest in study, demands frequent change of method,—skill to change it at any time. Such a one must have large resources to draw from. And no one can have large resources, who is not studious—inquisitive—always on the alert for knowledge—up with the current of passing events—ready even to edit the geography or history, where it needs editing. In such changing times as these, publishers cannot correct our school books. The newspaper and Massachusetts teacher must do it. A professional teacher will not ask a scholar how many States his old edition of the geography says there are in the Union. Nor will the scholar be allowed to say that the District of Columbia is ten miles square. Ignorance of current events is less pardonable in a teacher, than ignorance of established history. The Roman Cato said that it was the first duty of the farmer to plough; the second to *plough*; and the third to PLOUGH. “So,” says an old teacher,

"it is the instructor's first duty to study; the second to *study*; and the third to STUDY." "Good teaching," says another, "is the communication of a mind overflowing with knowledge." Were this the standard, we should see less of that tame leaning on text-books, which hampers teaching, as badly as a manuscript does an orator, in the delivery of a discourse upon an imperfectly mastered subject. Not that we would discard text-books. We must have them, and use them. But they should not be made crutches for a weak mind. We boast of our advancement in knowledge, and of our improved methods of instruction. But if any one depends upon the text-book altogether, he is thirty-three centuries behind Job, whose advice to his three friends, who set themselves up as teachers, was: "Ask now the beasts, and they shall teach thee; and the fowls of the air, and they shall tell thee; or speak to the earth, and it shall teach thee; and the fishes of the sea shall declare unto thee." Such a teacher is twenty-eight centuries behind the Wise Man, who said, "Go to the ant, thou sluggard; consider her ways, and be wise." Such an one breaks the model of the Great Teacher, who said, "Consider the lillies of the field, how they grow. Behold the fowls of the air; for they sow not, neither do they reap, nor gather into barns; yet your Heavenly Father feedeth them; are ye not much better than they?"

The substance of all this is, study nature. Bring out her curious and useful facts before the mind of the child. Excite his curiosity. Put him in search of the power, wisdom, and goodness of God, in what he sees around him. To do all this, teachers must make teaching a business. If all this is demanded, justly, of a teacher, and the demand met, we shall readily agree with that distinguished writer, who says that "There is no office in this world of greater importance than that of a teacher of youth; for there is nothing on earth so precious as the mind, the soul, and the character of a child." All these, and, in a sense, the life, also, of the child, are committed to the teacher.

School Committee.—L. H. COBB, F. SPOFFORD, J. C. CARLETON.

SALEM.

One of the most responsible duties which the school committee are required to perform, is that of the *selection of teachers*. Perhaps it is the most important, for to secure a good teacher is to make certain a good school in all respects, while a poor teacher will usually bring a school into that condition when it can hardly be declared good in any sense. And yet this duty is very often discharged hastily, carelessly, and with poor judgment.

It not seldom happens that vacancies occur unexpectedly, and must be filled at short notice, and this often seems to compel a choice after less inquiry as to candidates than is desirable. On other occasions, the urgency of friends of those who desire to teach, prevails with the committee, without much regard to the merits of the applicants. Sometimes, the temptation to appoint *relatives* to lucrative positions, leads committee-men to place persons in our schools who would never be chosen because of their eminent fitness. The committee is often urged to appoint a particular applicant for the reason that she lives in Salem, or resides near the school-house, or has attended the Normal School, or for some other equally insufficient consideration. Other things being satisfactory—qualifications and competency being ample—these incidents, of place, of birth, or of residence, or of education, are not unimportant, and ought to have due weight.

We consider it of special value to a teacher to possess the advantages of education at the Normal School. The excellent instruction which is there imparted, the judicious advice given, and the timely hints thrown out, render attendance at that seminary of almost inestimable service *to those who are capable of becoming teachers*. We say capable of becoming teachers, because there is not one of ten of those who assume to be teachers who are or ever will be real teachers, real benefactors of the young. And it should be understood that mere attendance at a Normal School does not entitle a person to employment as a teacher, and will not secure it, unless there are also evidences of aptitude in the art of teaching, of a desire to be useful, of sympathetic feelings towards children, and of some degree of intellectual vivacity. We have often heard it urged as an objection against the appointment of certain teachers, that they resided out of town. It is said that our own daughters should have the preference. And this is true. Indeed they do have the preference, when they can show that they are as well qualified as any. Most of the appointments of teachers are made from families of our own citizens. This subject is often alluded to as though most of our appointments were made from other places. This is a mistake. A large majority of our teachers are natives of Salem. Applicants who come from other towns, are not allowed to take precedence, unless they possess greater merits, or the evidences warrant at least the presumption of such superiority. We presume that the public would not expect the committee, in choosing between several applicants, to select one of inferior capacity, upon the simple ground that her parents live in Salem. This would be folly indeed.

The only reasonable rule for school committees, in selecting teachers, is, to take the best that offer. This is the view which prevails in inviting all other descriptions of professional service. No religious society thinks to inquire into the nativity of the candidate for its pulpit. We do not prefer our physician because he is a native of the town, but because we believe

him to be the most skilful practitioner. We select as our lawyer the one who is likely to succeed best in the case, without inquiries about his family, or whether he has one. And the same rule, applied to the selection of school teachers, leads us to select those who promise to be the most useful as instructors and guides of youth, giving preference to our own only when they deserve it.

Half-good, indifferent teachers, when once rooted in a school, are displaced with great difficulty. A man of kind feelings dislikes to advise the removal of a lady from an avocation which is perhaps her means of subsistence, except in the last extremity, and even to confirm such recommendation, when made by others, is always one of the most disagreeable of duties. And then it often happens, that the intercession of personal friends and family relatives, and the remonstrances of the outside public, who know nothing about the case, render such removals almost impossible, however much needed. And finally, as a difficulty in the way of superseding poor teachers, there always arises the hope,—the “forlorn hope,” shall we say?—that they will improve. So they continue in office, year after year, and the schools suffer. The only remedy for this evil is prevention—more care in the selection of new teachers.

There is nothing else so important as this. The rules of the school committee, the prescribed text-books, the examinations, the classification, and so forth, are of inferior interest. The teacher is all. He makes the school what it is, according to his wisdom or folly. This point was treated at some length in our report of last year, in an endeavor to show that what our schools need more than any thing else is, greater freedom and scope in instruction, more individuality and character in our public teachers, and, as a necessity, less of rule and regulation. More of the spirit of life, and less of the square, the line, and the plummet. We presume that our remarks were read by few, and perhaps will be heeded by none, but they express the results of our own experience, and, as we believe, that of many other persons.

Chairman.—GILBERT L. STREETER.

SOUTH DANVERS.

Primary Schools.—In no department of our school system has there been more improvement made, during the last ten years, than in the Primary. We speak not so much in reference to our own town, as of the State generally, although we think our own schools not far behind those of the most advanced in the State. One important change has been, that of spending a considerable portion of the time in teaching the whole school as one class, instead of spending all of the time in teaching separate classes, especially in the Sub-Primary or Infant Schools. Another improvement is

the introduction of drawing on the blackboard, requiring all the members to spend a portion of the time each day in this interesting exercise. Still another, quite as important, is the introduction of physical exercise—requiring all of the scholars, several times during each session, to engage in some exercise that shall serve to relieve the tedium of the school-room, giving that health and strength which cannot otherwise be obtained. For although the exercise needful to give health and vigor to the child, is chiefly to be found in the out-of-door sports of childhood, yet when young children are confined to the school-room for six hours during the day, some regular system of exercise is needed, which, with the out-of-door sports, will serve to invigorate both mind and body.

Thus, by teaching the whole school as one class a portion of the time, thereby engaging the attention of every scholar; by the use of the blackboard, and by physical exercise, and an occasional exercise in singing, the school-room is made pleasant and attractive, and good order secured without unnecessary restraint. These changes require much tact on the part of the teacher, and no one, who does not sufficiently understand the wants of little children to know the worth of such changes, is fit to become a Primary School teacher, however high her literary qualifications may be.

We have three mixed Primaries, two Graded and two Sub-Primaries. This division into Graded and Sub-Primary, is, without doubt, a decided improvement wherever it is practicable, as it enables the teacher to fully carry out in practice all of the improvements above noticed. It is an especial advantage to the smaller department, where so many are sent, between the ages of five and six years—children who ought to be at play rather than in the school-room, but who, if found in school, ought not to be required to sit still but for a very brief period—and the exercises should be so varied as to give a frequent change of position. In the Sub-Primaries, this can be done without any neglect in teaching.

The teaching of little children should be of such a character as to interest and develop the mind, rather than to teach them a few things from books which they cannot comprehend. Primary School teachers often attempt to do work which more properly belongs to a higher department, to the neglect of the more simple but necessary work assigned them.

To lay a good foundation for good reading and spelling, and the first steps in numbers, and to prepare the mind for further progress, is no mean task, even for the most gifted teacher.

With one or two exceptions, our Primary Schools have been doing all that could be reasonably expected, and, in most cases, they are provided with faithful and competent teachers.

Intermediate Schools.—The studies to be pursued in the Intermediate Schools are very properly limited to orthography, reading, writing, geography and arithmetic. These are important elementary branches,

and the foundation of all which the pupils may acquire in after life. Orthography deserves much attention in the Intermediate School. If thoroughly taught here, it will be better retained in after life. Here should be acquired the rudiments of that simple and highly useful art and accomplishment, good reading. Care should especially be taken not to permit a bad habit of reading, as it will be very difficult to eradicate it in the higher school. Too often, in the reading of verse in our schools, we notice a sing-song tone, something between a song and a chant, but without the melody of either. This also shows itself in prose, by a wavy, monotonous undulation of the voice—a habit, if once fixed, difficult to overcome. Much here depends upon the lessons and example of the teacher. The teacher should herself be the text-book. By often hearing the teacher read correctly and with proper regulation and intonation of voice, the pupil will soon acquire the habit of reading comparatively well. The thorough mental training, which contemplates the refined and tasteful, as well as the ordinary use of language, will be acquired in the Grammar School.

It is in these schools that pupils receive their first lessons in writing. The first steps to improvement in penmanship are found to be slow. The learner here needs the patient instruction of the teacher, and he should be taught to write but little at one sitting, and with extreme care, rather than follow the common inclination to go over much paper in a careless manner.

Geography is another leading study of the Intermediate School. There is much room for tact and ingenuity on the part of the teacher in this department. Something more should be acquired than a memory loaded with a dry catalogue of islands, rivers, bays and mountains. The pupil should be taught, by familiar illustrations out of the text-book, to comprehend what he finds within it. Much collateral information may be given in connection with the lessons, which will aid in bringing the form of the earth, and its various divisions, within the reach of his youthful capacity. In a variety of ways this study may be made pleasing, as well as useful, in our Intermediate Schools.

In these schools, mental arithmetic deserves great attention. Here there should be a thorough understanding of the few fundamental rules. In the Intermediate School, the pupil is first required to exercise his intellectual powers laboriously. In no better way is the young mind strengthened in its powers, than by the solution of an intricate problem in mental arithmetic. The very first requisite should be a clear understanding and statement of the question. Without this, all the after struggle is fruitless. It is painful to see a scholar, having no clear conception of a question, plunging and floundering in a hopeless struggle for its solution. On the other hand, it is interesting to look upon a bright scholar who understands a question and can state it correctly. We see by his thoughtful countenance that his mind is intent upon its solution. We sympathize with him

in his difficulties, yet withhold direct assistance, as we feel that, so long as his mind is concentrated on his work, he is improving himself although he fails. Assistance, if given at all, should be indirect and suggestive. It is better to render aid in this mode, than to leave the pupil to sink down in despair at the end of a hopeless trial. He should always have the patient attention of the teacher, and his thoughts directed to the proper path of inquiry. This treatment, with studious habits on the part of the scholar, will give strength and elasticity of mind, and prepare him for the more elaborate problems of written arithmetic, and other solid attainments in the Grammar School.

School Committee.—THOMAS M. STIMPSON, CHARLES H. WHEELER, FITCH POOLE, DANIEL C. PERKINS, AMOS MERRILL.

SWAMPSCOTT.

Retrenchment and Reform.—Every argument in favor of retrenchment and reform, comes home to every citizen in such times as these, with great force. An empty national treasury, a heavy State debt, a large increase of town expenses necessary to maintain the soldiers' families during this crisis of our nation's affairs, behooves us to economize in every possible manner. Yet with a full knowledge of all these facts, and an earnest desire to keep the expenses of the town, as far as we are concerned, to the lowest point, we know of no retrenchment that could be made in the school department, without causing an irreparable injury to its best interests.

The Common School System of New England has long been its glory and pride. All who choose, can share its benefits, and the humblest can become the peer of the highest, if he avail himself of the advantages which the wise provisions of the law has placed within the reach of every child. Let it not be said that here, within the shadow of the Athens of America, during the short season of our national adversity, we lowered our proud standard of education. Let us continue the education of our children, and their wisdom will be the best legacy we can leave our posterity.

Music.—We are convinced beyond a doubt of the satisfactory influence of music, and strongly recommend its further culture in each and every school. Our experience has taught us that the most cheerful faces are found in those school-rooms where music forms one of the general exercises, and where all the scholars have learned to participate in its enjoyments. The many parents and friends who have attended the examinations, from day to day, would have often found the hours dragging heavily, if the exercises had not been enlivened by the sweet singing of the scholars.

An Adult Winter School.—Two years ago we called your attention to this subject, by referring to the State law, found in chapter 38 of the General Statutes.

During the fall and winter terms of this year the want of such a school has been more seriously felt than at any previous time, and the best interests of our Grammar School, and in fact of the other schools in the same building, have been greatly injured in consequence of its non-establishment. By founding such a school, you would prevent the mingling of the younger children with a certain class of boys, whose influence, we are sorry to say, is far from being such as you would wish a child of tender years to come in contact with. We earnestly hope such a school will be established at the commencement of the coming fall term. We have a room in the town house every way adapted to the purpose, and the expense of such a school would be comparatively small and insignificant, when we consider the educational interests of the town. Let our philanthropic citizens lend a helping hand to this measure, and by private contributions and personal exertions, give life to it—thus rendering a service to the rising generation that will be long and gratefully remembered.

Corporal Punishment.—We do not approach this subject without some hesitation, when we remember that many of the old and long experienced teachers and members of the “Essex Teachers’ Association,” so called, differ from us in their opinions upon this important matter.

In the marked and rapid advance and improvement which society is making in every department of its social life, we think it strange that there has not been a more general, a more systematic and radical change, in this department of our school system in New England. We can but look upon it as one of the last relics of the ancient and barbarous methods of making people good by punishment. Our legislatures have about given up the idea of creating virtue by law; and it is high time that the custom of flogging people who are guilty of trivial offences, which has been abolished in our navy where rougher specimens of humanity congregate than in our public school-rooms, should cease.

Wherever corporal punishment by the teacher has been discontinued, and milder and more moral means instituted for the government of children, a very great change for the better has been the result. The universal testimony of those schools which are not governed by force is in behalf of the change. The opposition to a change comes from those who continue in the old path, and who dislike reform.

The abolition of this kind of punishment, in one of our schools, has resulted very favorably in the discipline, order and advance of that school. The measure should be encouraged by the parents, and much may be done toward it by them, in the home management of children. The pernicious influence of this custom upon the scholars, as a rule, is notorious, resulting in a fear of the teachers and a dread of schools, besides being extremely distasteful to many who are reared under happier auspices at home. We therefore recommend its discontinuance.

Truancy.—We refer you to the teachers' reports for an exhibit of the number of truants during the year. Only a small portion of them are actual members of our schools the whole year.

The greater part of the truancy, or absence from school, is confined to a class of older boys, who are to a considerable degree beyond the control of their parents, and who attend school or not, at their own pleasure. Another class consists of younger boys, who are allowed by their parents to lounge about the beach and in the stores. Its baneful influence, not only upon the truants themselves, but also upon those who are prompt and regular in their attendance, is well known, and vigorous measures will have to be adopted to prevent it in the future. Going to school is regarded by most youths as a severe task, and many devices are invented by which a half day's absence may be gained; and the continued absence of a few causes the remainder to think that they ought not to be so regularly and constantly kept at school, and thus a spirit of discontent becomes generated, which sooner or later resolves itself into truancy.

A reform could be easily brought about, by the appointment of some fearless and energetic man, who would *perform his duty*, as truant officer.

School Committee.—J. B. CLARK, S. O. INGALLS, PHILANDER HOLDEN.

TOPSFIELD.

It was said in our last report, that there had been improvement in not pursuing so many fanciful branches. This year there has been still more attention given to the useful branches. Decided advancement has been made in reading and spelling. Instead of having to listen with all our powers, and then obliged to guess at one-half of the sentence, we have been able to hear, in most of the schools, all that was said. In reading, less ground has been passed over; but that has been read more understandingly, with regard to definitions and the various marks that occur, as those of expression, emphasis, &c.

The spelling was very good indeed; at the examinations no words were missed in any of the schools.

As penmanship in former years had been somewhat neglected, special directions were given by the committee, that it should be more attended to; marked improvement was the consequence.

Chirography is an art, rather than a study; a good hand-writing is obtained only by practice.

Any person can become a handsome writer, who will take the pains and bestow his time and attention to the subject. Let him take a writing-book with copies attached, and practice a little daily for three months, (which can be done without a teacher,) and he will establish his hand-writing so

that he need never be ashamed of it. Being an art rather than a science, writing is a relief and respite to the mind, and reading or study may be resumed with greater relish and profit. A plain and handsome handwriting is a passport to many fine situations in business life; while the want thereof has been the cause of frequent failures in the applications of young men otherwise amply qualified.

School Committee.—R. A. MERRIAM, RICHARD PHILLIPS, Jr., J. B. LAMSON, ELBRIDGE F. PERKINS, NATHAN W. BROWN, NATHANIEL CONANT.

WENHAM.

At the beginning of the year, your committee desired to introduce into the schools, Town's series of Progressive Readers and Spellers, but in view of the hard times, it was deemed expedient to displace only the spelling-book. Most of the schools have secured the new Speller, and doubtless all will avail themselves, at the opening of another term, of the many excellencies that the work contains. In one school at least, the beneficial effects of the book have already been observed, in awakening a deeper interest in spelling, which, considering its great importance, constituting as it does, one of the most essential and desirable elements in the education of every boy and girl, has been too much neglected, especially by the older members of the schools. We trust that this branch of study will in future receive the attention which its merits demand. There is a great destitution in most of our schools, of the dictionary, and we sincerely hope parents will not deprive their children of a book that is so important. We are glad to notice that physical geography is coming more into favor, as it contains highly valuable knowledge for maturer minds. Eight studied it in the second district; eleven in the third, and one in the fourth.

School Committee.—STEPHEN DODGE, J. L. ROBINSON.

MIDDLESEX COUNTY.

ACTON.

Our school year opened with very favorable circumstances. A Teachers' Institute, commencing Monday, April 8th, and continuing through the week, was an event to us of unusual interest, and highly enjoyed by a large and intelligent company of teachers, as well as the citizens generally of this town and vicinity. The town showed their appreciation of the object of the

gathering, by offering, in a unanimous vote, the use of their fine hall, warmed and lighted, for the sittings of the Institute. The Institute was a great success.

The lectures of Prof. Russell, on elocution and training the voice, were practical and valuable. Those of Professors Tenney and Slocum were spirited and scientific. Mr. Northrop is always earnest and interesting. Dr. Hamlin gave us a full and graphic account of the government and educational system of Turkey, speaking incidentally of the great improvements introduced by the missionaries; these being matters which he had seen, and heard, and felt, his facts and descriptions were highly relished by the great company which gathered there to hear him.

Nothing, however, seemed to wake up the heart of the whole assembly, more than the patriotic and liberty-loving sentiments casually introduced, and especially by Hon. H. K. Oliver, in the closing address.

Is it not a little remarkable, that, at that very moment, the great rebellion was breaking out in the bombardment and burning of Fort Sumter? Nor was it a less interesting fact, to this town at least, that in this same hall, where so peacefully we had been, day after day, listening to words of wisdom from the lips of men whom we love and delight to honor—there should be, on Monday, April 15th, a hasty assembling of our brave Company E, with their strong hearts and ready arms, in answer to the call of the President for men to defend the capital.

We are certain the Institute had a very good effect on all our teachers, enlarging their store of knowledge, giving them new ideas, new or improved methods of teaching, and more just and correct impressions of the important work they are called on to perform.

The people generally, too, were interested, and their minds and hearts more thoroughly enlisted in the cause of Common School education than ever. Nor was the call made on their liberality without its good influence. We all found it simple truth that it is more blessed to give than to receive. The only complaint we heard was that there were no more to entertain and the time so short.

Then what are we to learn from this loud call our country makes to us for defenders in this day of her sore trial? Surely this: That the young men from our Common Schools must mainly supply this great demand; that they not only make the best soldiers the country ever saw, but can do any thing else they set themselves about. We learn, too, that while we live on the same continent with barbarians and barbarian institutions, we must be prepared to defend the cause of liberty, not with argument merely, but with strong arms, clear heads, and brave hearts. It was a remark frequently made by Mr. Woodbury, that "a good school had a great deal of the military about it." So we think; and that our military, from the 15th

of April to the present hour, is the grand result of the Common School. We fully believe the world never saw an army rising so suddenly from the common business of life, in which promptness of action, quick apprehension, and ready obedience and an ability to do any thing and every thing, were more notably displayed than in the great army of young men who have left our homes and our schools to fight the battles of liberty.

The first public work of the committee after organization and attending the daily sittings of the Institute, was the permission given to our nine young lady teachers to commence their schools without the formalities of another examination. We had a life-long acquaintance with them all, save one; knew well of all their former success in teaching; had seen them constant in their attendance at the Institute, and deeply interested in all the exercises; for these reasons we had great faith in their willingness and ability to perform successfully the great work committed to them.

We considered it very fortunate that every one of them could teach music so far as required to render the exercises of the school-room cheerful, orderly, and lively. We are happy to say, that in our frequent visits to the various schools, we found our best hopes and highest wishes fully realized.

The teachers were earnest, devoted and faithful; scholars generally attentive, diligent and obedient. With such a state success is certain.

During the winter term three of our nine teachers were new men. Two of them were from Tufts College, and one a graduate of Dartmouth. The remaining six were the same as last year. The schools were all visited by the committee at least every two weeks in the spring and fall terms; in the winter term some of them still more frequently. In all our visits we endeavored to serve the best interests of the school by encouraging and supporting the teachers in all their arduous labors as well as by exciting the scholars to make a great effort to do well their part, both in their studies and their behavior.

For the Committee.—HARRIS COWDREY.

ASHBY.

Parents.—Written excuses for absence from school are quite too easily obtained. In many instances they have been forged, or written by the scholars for each other, purporting to have come from the parents. Punctuality and fidelity are habits which should be cultivated early in life, and made the settled principles of action. No effort in manhood can entirely overcome the habits contracted in youth, and parents are responsible, in a great measure, for what becomes second nature in their children. Certainly they should avoid disparaging remarks concerning a teacher, in the presence of their children. Many are the accusations brought against the teacher

by parents who never deign to visit the school they are thus injuring. No teacher can be entirely successful without active support, how much less when he receives interference instead of encouragement. Within the last four years, visiting of schools has been gradually becoming less frequent. Of the three hundred and nine visitors the past year, only about one-sixth were parents of any pupils they visited. It is but an act of simple justice to the faithful teacher, to leave ordinary pursuits to witness and encourage his efforts; and if one is unfaithful, no one should be more interested than the parent, who should ascertain it by observation and not hearsay. Let excellence in the teacher influence prudential committees in their choice, and parents actively sustain them.

Teachers.—One of the teacher's greatest secrets of success is an ability to obtain well prepared lessons, and give calm and close attention to recitations. As a general rule, teachers should never use a text-book during recitation; his daily preparation should be so thorough as to need none. A teacher must be a growing teacher. "By teaching we learn," and "he who has taught ten years and is no better than when he commenced, has taught ten years too long." He must be a man of expedients; he should be constantly seeking for new information; he should visit the homes of his pupils and the schools of his contemporaries; and to be a successful teacher he must be prompted by a love for the vocation, and not by selfish motives. Yet many of our teachers are inclined to a stereotyped routine, and rust instead of improve.

Young Pupils.—With few exceptions, small scholars are much neglected; not in the matter of discipline—of this they receive their share, often to the neglect of those older—but, in oral instruction. The idea of young scholars benefiting or interesting themselves by studying books only, before they can read fluently or understandingly, is absurd. No pleasure is mingled with the weary task, and many are frequently disgusted with books, and tired of school. They must have exercises which will serve as recreation and relief to body and mind, in some of which the whole school may engage, such as singing, manual exercises, classification in geography, natural history, &c. Nothing will excite more interest and enthusiasm in the young than object teaching, and nothing is more neglected. To this end all teachers should be acquainted with the rudiments of physiology, zoölogy, mineralogy and botany, so that they can instruct children in the uses and habits of familiar objects, for of these they are fond, and as the book of nature is ever open, and new objects are ever claiming their attention, instruction and encouragement from the teacher will stimulate habits of observation, inquiry and future research, and be of incalculable mental and moral advantage to our youngest pupils.

Superintending School Committee.—E. HOBART HAYWARD, B. W. SEAMANS, J. S. ANDREWS.

ASHLAND.

We have been accustomed, in years past, to review the several schools in town in detail—pointing out their excellencies and defects, as well as we were able, and speaking also of the success, or want of success, of the several teachers. We notice that this practice is not followed, or approved even, by committees in some towns. A periodical, published in part by the aid of the Commonwealth, says, in substance, that a teacher's standing in his profession is his capital, and for the committee to inform the public of his faults, naming even natural and physical defects, operates as an injury to the teacher, and oftentimes prevents him from obtaining a school, and censures committees for such a course.

From these views we entirely dissent. In regard to physical defects, we have never alluded to such, and never had occasion to, although we doubt not there may be instances which would abundantly justify it. Not that the teacher is to blame for having such. But if thereby he is incapacitated from a proper discharge of his duties, he ought to leave the profession. It is said that to point out evils in government, want of judgment, skill in management, defects in methods of teaching, &c., &c., tends to prevent, and makes it difficult for some such persons to obtain schools! Sad calamity!

Nothing is more well established, than the fact that there are thousands in the field as teachers, who are not, and never will be, qualified for that work. We hold it to be the bounden duty of school committees, and all others having charge of our educational interests, to lay the axe at the root of this evil. We wish it were not only difficult, but utterly impossible, for many who are *called* teachers, to obtain schools. We have said there are many poor teachers in the community. We are happy to say, also, that there are many good ones, and we believe there should be a vigorous and searching discrimination made between the two classes. And upon the fidelity with which this duty is discharged, more than upon any other single cause, depends the prosperity of our Common Schools.

Chairman.—WILLIAM F. ELLIS.

BEDFORD.

The present appropriation for schools is a liberal one, amounting to seven dollars and fifteen cents to each child between five and fifteen years.

The average sum raised per child, throughout the State, for 1860-61, is six dollars and forty-one cents. The town in its present financial condition, can afford to be generous in the support of its schools. We hope it will not be thought economy to reduce it. Let our school expenses be the last to be curtailed.

The whole number of children between five and fifteen years, as taken by the Assessors, May 1st, 1861, is one hundred and fifty-four, being thirty-three less than the previous year.

School Committee.—MARCUS B. WEBBER, GEORGE SIMONDS, ISAAC L. WATTS.

BELMONT.

The exact average attendance at the schools the past year, has been $79\frac{661}{1000}$ per cent. Call it 80, and the plain result is before us, that one-fifth of the pupils are daily absent from school;—which is but another form of saying that one-fifth of the money voted for the support of our schools, or \$600, is virtually thrown away. It is expended to provide educational advantages which are not availed of. And this, the merely pecuniary view of the matter, is the lowest and poorest that can be taken of it. If a child can be as well as not sent to school, or with reasonable exertion and sacrifice can be sent, his parents or guardians are far from being just, either to him or to the teacher, if they keep him at home, or suffer him to stay at home, one school-day out of the five of each week? After absence, a pupil returns to school at a disadvantage. His class are in advance of him certainly one lesson, perhaps several lessons, in various studies. Instruction has been devoted to them which he was not present to share; explanations have been given, upon difficult points, which he was not present to listen to. And these advantages he must either lose, and so become a drag upon the class, or the teacher must go all over the matter again for his special benefit,—which is unjust to the others if it is done in school hours, or unjust to the teacher if he is compelled to do it out of school hours. We beg parents to give to this subject the attention which its importance demands, and upon principle to send their children with unfailing regularity to school, unless sickness or some other equally imperative consideration shall render their detention at home unavoidable. We believe that the very way to inspire in the breast of a child, love for his school, so that he shall regard even a half day's absence from it a deprivation and grief, is, to adopt with him this principle of regularity. Let him never stay at home, and he will never want to stay at home. Send him faithfully to school, and he will come to prefer, during school hours, the school-house to any other place.

School Committee.—AMOS SMITH, EDWIN LOCKE, DANIEL F. LEARNED, AMOS HILL, JR., WILLIAM J. UNDERWOOD.

BOXBOROUGH.

You have in detail our statement of the condition of the several Public Schools in town. It is rarely that a school year closes with so little to find fault with. Your committee are happy to say that, without exception, the schools have been well taught through the year just closed. If the standard is not quite so high as it might have been, yet it is not a low one. And though much more might have been taught in mind, manners, and morals, the endeavor has been good and the achievement praiseworthy.

Enough has been attempted, if extent and variety of pursuit be the criterion. We sometimes fear there is too great disposition in children to require, and in parents to encourage, a multiplicity of studies and classes in school. Such a course too fondly pursued, and the pupil becomes a smatterer in many sciences, but a master in none. Better that the child attend fewer studies, and let them be of a practical kind, thoroughly pursued. No scholar should be allowed a text-book beyond his capacity to understand and make his own. It will be soon enough for him to aspire for promotion to higher and more difficult branches when the lower ones are well mastered. The scholarship that springs from pursuit of an overabundance of dark and abstruse subjects, tends to enfeeble and debase, rather than inform, ennoble and strengthen the godlike, mental powers. Hence there must be a judicious selection of studies, that the scholarship of our youth may fit them for their life-duties to community, church and State.

Increased interest and attention on the part of parents towards the pupils in our schools, is matter of congratulation. The whole work of visiting the schools is no longer left to the committee alone. Yet, as late as 1854-5, it was reported of district No. 3, "this school was not visited by any parent belonging to the district during the winter term except at the final examination." But during the past year the register of this district records the names of seventy-eight visitors; while on examination days, crowded schools in this and other districts is no uncommon sight in Boxborough.

School Committee.—PAUL HAYWARD, JAMES H. FITTS, OLIVER WETHERBEE.

BRIGHTON.

High School.—Among the many hopeful signs which the last examination supplied, not the least important was the re-awakened interest of the public, as shown by the crowded attendance in the after part of the day, when the exercises were of the nature partly of an examination, and partly of an exhibition. Hundreds of parents and other friends of the pupils testified their interest by their presence. Scores of them, unable to find

seats, remained standing until the session closed. The room itself with its purified walls, adorned with pictures the graceful gift of the principal, and with its new piano-forte and philosophical apparatus, gave every visitor an index of improvement. The practice of declamation has been resumed, not again to be suspended; more attention has been given to reading, spelling, and English composition; natural philosophy has been studied with the help of apparatus procured with funds appropriated by the town a year ago, of which funds nearly two-thirds remain for further purchases as the advancement of the class shall call for them: music has had two efficient helpers, a good teacher with a lesson weekly, and a good piano-forte; French and Latin have been pursued with great success as regards the quality of the results secured, though the smallness of the number who avail themselves of the opportunities offered in these studies forms some hindrance to our congratulations.

The committee have seen with regret the ignorance in spelling which has characterized the majority of applicants for membership in the High School. This important branch should have such thorough attention in the Grammar Schools as to require only an occasional review in the High School course, which higher course would thus secure more time for the studies properly belonging to it. To deal with the case as it now stands, however, the committee advise that, during the coming year in the High School, special and increased attention be given to spelling. Special cultivation will be needful also in reading, English composition, and declamation. The importance of these studies in the diversified and active life, amid whose tides this generation must launch forth, can scarcely be over-rated.

Rev. Charles Noyes, one of the members of this committee, has established an evening school on two evenings in the week, free for all boys and young men who choose to attend. More than thirty boys have from time to time availed themselves of its privileges. The principal studies are writing and arithmetic. This school is private, and not under any control of this committee. But the other members of this committee cannot avoid expressing their sympathy in this work of one of their number, and their hope that in view of the profitable results secured, this evening school may at some favorable future, be taken under the patronage of the town and of the school committee, supplied with fitting books and accommodations and assistants in the work of teaching. To do this would require only a very small sum, and it would doubtless reach a class who cannot attend at the regular hours of the school, or who have unfortunately grown beyond the usual age of pupils without securing the education needful for a good life's work.

The committee respectfully recommend that the sum of six thousand four hundred dollars (\$6,400) be appropriated by the town for teachers' wages and for fuel for the ensuing year. They feel that many considera-

tions urge the town to deal liberally with its system of schools. By these considerations the town has showed itself influenced in the past. For the future, the arguments which should lead the town to continue its liberal support of its schools, are such as should lead a parent to care for his little ones. The intellectual wants of a community can never be disregarded without procuring an injury that shall appear not only in mental, moral, and social aspects, but also in depreciation of the value of property itself. No town can attract or even retain the good elements of population that does not foster with open hand the institutions of education. No plea of economy can avail against this liberal support of schools. Such economy would be self-destructive. It is economy which Brighton has not practiced, and, which it is believed, Brighton will not now begin.

Chairman.—RICHARD GLEASON GREENE.

CARLISLE.

The summer term of the school in District No. 3 was under the charge of a teacher of experience and ability. At the closing examination, it was evident that there had been, during the whole term, a mutual interest and good feeling existing between parents, scholars and teacher. All interested seemed to vie with each other, down to the last hours of the term, in mutual effort to make the school successful.

The winter term of this school was under the charge of a teacher of experience, who was in all respects qualified to make it what it was the term previous, had his efforts been as cordially assisted by the parents as were those of the teacher of that term. But at the very commencement of the term, one of the scholars disobeyed the teacher, at the instigation, as it subsequently appeared, of his parents. As a natural consequence, a collision immediately followed between the scholar and teacher, which resulted in his punishment and immediate expulsion from the school.

Nor did the difficulty end here. The teacher was prosecuted by the father, and his case sent before the grand jury. The whole district became excited; old feuds were revived, and it divided into parties. School meetings were called; delinquent tax-payers suddenly became voters, and arrayed themselves with the parents of the scholar corrected, against the teacher, to procure his expulsion from the school. But in all their efforts they most signally failed. The school committee sustained the teacher, the district sustained him, and so did the grand jury. If the disturbers failed in crushing the teacher, they have the consolation of knowing that after all it was not a bad speculation, for they succeeded in abstracting from the public treasury about ninety-five dollars.

With all these difficulties with which to contend, the closing examination made it evident to the committee and to the parents, (nearly all of whom were present,) that the school had been well conducted.

The insubordination in this school met with sympathizers in other districts. The matter was freely discussed, both in public and private, in the presence of the children. In some of the schools it had its baleful effects. It soon affected the teachers. Judgment had been pronounced in advance upon the teacher who would be obeyed or punish the delinquent; and teachers who had in former schools succeeded in maintaining order and commanding respect, became timid and nearly failed in both. The cause of such failure we think may be fairly traced to that act and its consequences.

School Committee.—GEORGE H. ROBBINS, SELAR SIMONS, J. W. BRUCE.

CHARLESTOWN.

Truancy.—The increase in the number of day policemen in the city, has operated favorably in checking the evil of truancy, and in protecting the schools from the bad influence of vagrant and neglected children; and if the place assigned at the almshouse was really an “institution of instruction, house of reform, or a suitable situation for the commitment of truants,” as required by the statutes, we think this serious trouble could be pretty effectually controlled in our city. Its territory is so limited, that its highways and its by-ways could be visited every day by the truant officers, and with vigilance in the discharge of their duties, but little chance would be left for truants and mischief-makers among the children of our community. In many, we hope in most cases, constant watchfulness on the part of these officers, with advice and admonition to parents and children, would accomplish the object: but some cases would require the authority of the truant justice; and with such, the duty of the policeman is finished when his complaint is made and his evidence given. Then the duty of the justice is completed by ordering the commitment of the offender to the “*institution of reform*,” which the statute says is to be provided by the city council.

But the city council has provided no such place; and by this omission, has virtually denied its obligation to care for neglected or vicious children, or to protect others against their hurtful influence; and so upon *it* rests the whole responsibility, of exposing our schools and our families to the influence of truancy and the evils which grow out of it. Now we think that the truant law contemplates the *reform* and elevation of those who are growing up in ignorance and pursuing paths of wickedness; and that “a suitable situation for their commitment,” can only be a place where arrangements have been faithfully made for their restraint, instruction and employ-

ment. And if the providing of such a place, with teachers and officers qualified for the performance of their duties, should add somewhat to the annual expenses of the city, it would add much more to the comfort of tax payers, and the security of property; and it would certainly lighten the hearts, and strengthen the hands, of parents and teachers. We have so often referred to this subject of the care of truant children, that we fear our present remarks will be but little heeded; nevertheless, until we have waked up an interest in the subject, in the minds of the parties under whose charge this class of children have been placed by the law, our appeals in this direction must be continued.

The foregoing reports give the result of the examination of the several Grammar and the High Schools, which, on the whole, are represented to be in good condition. The visits of the members of the committee have been as frequent, we think, as could reasonably be expected; and their interest in the schools has no doubt been as great as is usual with similar committees in other places. They receive no compensation for their services, and many of them have not even children attending the schools; nevertheless, their duties have always been cheerfully performed, and the meetings of the board have been fully attended. But every day's experience convinces us that more attention is needed than can possibly be given to the schools by the members of the school committee, and we are more and more convinced, that, in addition to the oversight and care which is now exercised by them, the services of a school superintendent are needed. Early in the year, the attention of the city council was again called to this subject by us, and as the mayor, in his address, had recommended the passage of an ordinance authorizing such an officer to be employed, we had strong hopes that this very desirable object would be accomplished, and that we could, in this report, refer to the appointment and employment, rather than to the need of such an officer. But in this we have been disappointed. We are glad, however, to know that the committee on public instruction, of the city council, at the last meeting of the council, reported "An ordinance for the appointment of a superintendent of schools," and that it was referred, with a recommendation for its adoption, to the next city council; and we trust that the members of that body will give the subject very early and careful consideration, and be convinced of the necessity for favorable action on the report and recommendation referred to.

By order of the Committee.—TIMOTHY T. SAWYER.

CHELMSFORD.

At the present time, the public mind is exercised by the acknowledged failure of our Public Schools to produce all the good results which we have a right fairly to expect of a system necessarily so expensive.

It is not, perhaps, wonderful that the first thought of many of our fellow-citizens should revert to the superintending committee, as the fundamental cause of the failure. We are not, however, aware that we have been more remiss than the system itself, now in operation among us, has compelled us to be, while we know that attempts upon our part to discharge our duty faithfully, have drawn upon us assaults which have been any thing but gentlemanly in their nature. We have endeavored to bear such attacks without retaliation, regarding them only as indicating a somewhat intense interest in the subject of education, which would eventually lead the public mind to a correct view of the difficulties which attend the management of our schools. We do not propose to argue the district system again at this time, although we believe it to be the foundation of a great part of the imperfections of our schools. There are, however, duties devolving upon the parents of the children connected with our schools, which we feel it our duty to lay before the town, with the faint hope that others may also realize their importance. If "order is heaven's first law," punctuality, as one of its elements, would add very much to the comfort of earth; and, in some of our school districts, this virtue is possessed in too limited a degree to allow a school to be very successful, however excellent the teacher or however faithful the committee; and a great part of the complaints in regard to our schools would be groundless, if parents would refuse to allow their children to be absent, except upon imperative necessity, for a single half-day of the school.

Another great evil in our schools is the disposition to press their children into classes and studies beyond their capacities, thereby introducing too many studies;—it being forgotten that the more the attention is divided among a multiplicity of objects, especially such as are above their comprehension, the less likely are the pupils to be thorough in any.

It is not to be expected that our Common Schools, kept but a few months in the year, can be made to compare with High Schools or Academies.

It is, therefore, better that the attention of the pupils should be given almost exclusively to those studies which will be most useful to them in the practical duties of life, and it is a great misfortune that the craving for mere show, which has been gaining ground among our scholars, has crowded some of the more important and elementary branches into a very small space, so that it is by no means uncommon to find classes in physiology, (of the principles of which most teachers are ignorant,) which have never been trained to read decently, and which often fail signally in the spelling lesson.

At the same time, pupils often display their algebraic lore, who would appear very badly if called upon to work upon the blackboard a simple problem in common fractions; and your committee could refer to many classes which were very much at home in the high-sounding propositions of Greene's Analysis, but failed entirely to parse correctly the simplest sentences which they so learnedly analyzed. It is undoubtedly gratifying to the vanity of a parent to hear his child go through glibly with a recitation in the so-called advanced studies; and, as in most other things, so in schools, mystification is too apt to pass for great learning, and the power to repeat abstract rules is too commonly regarded as an indication of thorough instruction.

What we need with our limited amount of tuition, is a constant repetition of elementary principles in the District Schools, and a High School for the more advanced branches, whenever such an arrangement can be satisfactorily made.

School Committee.—N. B. EDWARDS, JOHN C. BARTLETT, JAMES C. WIGGIN.

CONCORD.

Since the new organization of the committee, three years ago, the town has had the services of a superintendent of schools, whose zeal, ability and devotion have proved his eminent fitness for the office. He has brought to his work extraordinary endowments and long experience, and he has doubled or trebled the labor required of him by the terms of his office. He has worked, too, not only for the town, but for the State and the world; for his annual reports, widely circulated and received with appreciation, have done much to advance true ideas of education in other towns, and throughout the land. The town's liberality in publishing such reports has been well bestowed.

School Committee.—J. S. KEYES, F. B. SANBORN, G. REYNOLDS, E. W. BULL, F. A. WHEELER, E. C. DAMON, J. B. FARMER, J. D. BROWN, NATHAN BARRETT.

I conceive this year has been an advance on the past in the general prosperity of our schools. The attendance has been better generally, and they have been managed with greater ease to the several teachers. There has been nothing, so far as I know, to break the harmony heretofore existing in the districts and neighborhoods throughout the town; the relation between families and the schools, between these and the teachers, has been every way agreeable. There has been but one change of teachers since the school year came in.

Monthly Visits.—Your superintendent has established very pleasant relations with the children and their teachers. Thus far, I have walked

mostly on my monthly rounds, visiting two schools a day in the outer districts, seldom more in the centre. Half a day affords time for observing how the schools are taught and managed; more were desirable to give to each school if one had it at command, and could devote himself to this good service. It is my practice to take the schools as I find them, follow the classes as they come up before their teacher, whose manners and methods I am to note, without causing interruptions of her usual course of exercises; asking sometimes the privilege of making remarks, or of reading, or conversing, towards the close. I wish my visits to be seasons of enjoyment and associated with scholarship, with behavior, and the mind; seasons to be thought of afterwards and remembered with interest and delight. I believe in the efficacy of accosting children as children, and persuasively; esteeming such supervision of the schools as most becoming their monthly visitor and superintendent.

I know of no readier means of varying the routine of a school than in offering lectures, readings, and conversations occasionally. It seems a graceful way for parents, and persons of the learned class particularly, for all lovers of children, to give pleasure to them and their teachers; and one of the best ways in which the town should claim the use of its best men and women. Owing to the civil troubles of the country, I have not asked attendance at the school-houses, for discussing the general subject of schools, as on former seasons.

Pilgrim's Progress.—The children from the Intermediate to the Primaries, have now heard the first and second parts of *Pilgrim's Progress* read to them, and have expressed their unqualified interest in it, the smaller ones especially; nor have they been displeased with the running conversation on the images and incidents as we read; the playful sallies and applications, the paraphrased renderings, and comments on the text, to suit their moods and dispositions at the moment. There has been no lack of hands raised for more; dream on longer being the general vote; and, at the several interviews, they have had a glimpse of pleasure in reserve in the show of leaves still to be read, but now turned to the very last one, and the story closed. I have thought their parents would not have been out of place had they been sitting occasionally beside their children, for a single reading at least, if no more, and tasting at the springs of innocency and delight also.

Books like this, and the hour for enjoying them, are a need of every family, every school, and of every day spent in them. Nor have we good right to children's attentions, save by the complaisance that attractive lessons and influences shall win. If ours, they are ours, by lively baits mostly, and for moral ends and uses altogether.

“You see the ways the fisherman doth take
To catch the fish: what engines doth he make?
Behold how he engageth all his wits,
Also his snares, lines, angles, hooks, and nets,
Yet fish there be that neither hook nor line,
Nor snare, nor net, nor engine can make thine;
They must be groped for, and be tickled too,
Or they will not be caught whate'er you do.”

The English people are about raising a monument to Bunyan's memory. 'Tis a late, but fitting, token of respect, shown to the genius that has insinuated a livelier spirit than the schools had to give into the fancy and heart of the nation for these two hundred years past, and has interpreted the Christian faith, to old and young, as even the church, with every advantage of learning and ritual, could not. And here in Bulkley's town, for a season, our children have enjoyed the lights of his pleasing allegory, and cherish his *Pilgrim's Progress* with an affection scarcely second to that they have for any volume in the library of the family or Sunday schools.

The New Testament.—The New Testament has been used as a class book from the foundation of our schools, but not always in the best manner. Read in course, and without regard paid to its fitness to the ages of the classes, it neither answers the ends of learning or religion, but becomes a pretence and a hindrance. It should be so used as to be fresh ever and attractive to the youngest listeners as to the readers, and secure the reverence it deserves from all. Its narratives and parables have a charm for all ages, and the memorable sentences in which it abounds, the divine life it portrays, cannot be impressed on the memory too early, or laid too soon to heart. Read simply, and by a teacher imbued with its spirit, it must enkindle the spark of piety, latent, if not glowing, in every young heart; thus aiding the ends of life, of religion, and serving the interest of the family and Sunday schools in ways most useful and becoming. There is preparatory work to be done for every child, for fitting him to make the most of his advantages while in school, and after he leaves it. The morals nurse the mind, and with these education properly opens.

The Picture Testament, including the Sacred Narratives, is the best selection for morning readings of any that I know of, and should have the preference as a class book in our schools. An American edition of this attractive volume is much needed for them, and for private use in families.

I trust we retain something of the Puritan besides the name we praise. Certainly we cannot have too many helps to genuine piety; nor can we spare the young any advantages of religious culture which our times afford. They ask all the nurture and supervision school and family can give them, all the church and State can render; nor is their virtue safe, nor our

institutions fast planted, till these are freed from the dominion of the worst in them by assistances from the best above them: the spirit of goodness that alone succors and saves. All history shows that man is an animal, and no more, till he reasons, and worships some thing better and higher than himself.

Rural Culture.—The State has anticipated and done something towards supplying a prime want of education for the people, in preparing a Manual of Agriculture, for using in our schools, and by farmers and housekeepers. And her proposed endowment of the College of Technology, including, as it does, a school of natural history (and we trust of rural affairs), proves her sympathies in the means of providing a wholesome system of popular culture. The publication of the Rustic Authors, beginning perhaps with "Columella's Husbandry," would add other claims on her munificence, and serve the people in the best way of any within the State's power to confer on the community.

It should be the State's first aim to ensure a homestead to every citizen; and of the church the duty to see that this be kept in a wholesome condition; since without those advantages man has neither self-respect nor a country. And if a like enthusiasm could spread amongst the towns generally, for improving the human population, especially the children, that is already kindled in our farmers for improving the soil and the better breeds of cattle, we might speak with the greater consistency and pride of some thing that might properly claim to be human culture; the growing of man, as the best crop our acres and families could harvest, for the State and the country.

An agricultural town like ours has many advantages for the training of youth that a city has not. It permits a freedom not allowable there, and promotes health and good morals. Then its opportunities for labor and recreation, so conducive to these, are friendly to every other accomplishment. Education, indeed, in the large and comprehensive sense, is scarcely possible elsewhere than in the country, and amidst the social advantages which a rural population affords.

Shade Trees.—With our shaded walks along the village already planted, the school yards may now claim their share of the town's bounty; a liberal allowance of which, I doubt not, will go for their ornament, as for the comfort of the children, who like the shady side of things sometimes as well as their elders. A school-house is an orphan without trees and shrubbery; and some of ours, standing in their loneliness apart, appear motherless and deserted to your superintendent, till he finds himself fairly past their horrors, and inside of them.

The Mother Tongue.—Most of you, gentlemen of the committee, I believe, agree with me in thinking that we should urge upon all our teachers, from the Primaries up to the High School, the importance of

giving more time to spelling and defining the words most used in the common affairs of life, as the readiest means of attaining the arts of conversation and of composition; in all of which there is at present a shameful deficiency—more time being spent upon every other branch of study than of the English tongue.

Spelling and Defining.—The deficiency in spelling and defining is almost universal, and the present methods are in some measure accountable for the general defect. I find there was room for complaint in this respect years ago. Mr. Frost, who had charge of our schools for many years, does not conceal his views of the state of things in his day. In his report of 1846, he says:—

“Spelling is a branch that has been neglected of late years. The older classes have felt above spelling, except guessing at a few hard words out of their reading books. This is a great mistake. Spelling depends greatly, almost entirely, on the memory. Unless its endless details are impressed early on the memory by frequent repetition, and become a habit, they can never be retained. The committee recommend that all the scholars should be put in the spelling book, and kept there until every word in it is fixed in their memories.”

Poor spelling is an attainment in which the rising generation bid fair to outstrip all preceding ones, and leave their elders in hopeless despair of ever being able to overtake them. I fear there is small chance for mending the spelling or defining much till we have a book adapted to the uses of the scholar as he comes up to the common occasions and necessities of life. All our spelling books and dictionaries are deficient in this respect. The nearest approach to what is wanted is to be found in the *Manual of English Pronunciation and Spelling*, containing a full alphabetical vocabulary of the language, with a preliminary exposition of English orthoepy and orthography, designed as a work of reference for general use, and as a text-book in our schools, by Messrs. Soule and Wheeler. The book seems well adapted to these purposes, and is included in our list.

Word-Book.—A simpler book is wanted, containing only the roots of our tongue, omitting the derivations and giving apt illustrations from the best authors; the words arranged as they come into common use, and for ease of attainment; these to be spelled, written, and conversed about from the smallest classes to the highest, and combined in exercises of composition. It should embrace the current vocabulary of the practical man and the scholar—the terms of art, of science, and of mythology, being given in an appendix or separate volume—thus leaving the body of our language to be acquired in the course of common education; the teacher dismissing his scholars with a fair command of their native tongue, both in speaking and writing it.

Conversation, speaking, spelling, reading, writing, and composition, are the essence and exercise of language, and, next to life and thinking—which are primary to all else—should have the first care of the teacher. I believe experience has proved that there is no better method for securing proficiency and accuracy in these attainments than by frequent practice; and that spelling and writing are best taught together; the scholar first writing the words of his lesson, from the columns of the spelling book, sometimes from dictation, and defining them also.

Bailey's Etymological Dictionary.—The best book I know for our purpose is the dictionary compiled by Bailey, much used by the scholars of the last century, and by the best of this, for tracing the etymologies of words, and for its simple and clear definitions, suited to the minds of children. The book is arranged on the plan of making the language of easy attainment, and on the principle, as the author informs us in his introduction that:—

“It should be the special care and study of every teacher who would furnish the minds of his pupils with the useful knowledge of things of any kind, to give them true and distinct ideas,—something more than vague notions—of the proper sense and meaning of the words they speak and write; the terms of art, in which they are expressed, and without which no real progress is ever made in any study.”

Word-Lessons.—Word-lessons thus given out for spelling and writing, for conversation on their meanings and derivations, would be exercises admirably suited to facilitate the acquisition of our language, and in ways delightful alike to teacher and classes. A Book of Proverbs might be used, in a similar way, to great advantage for the younger classes. Sharpe's Diamond Dictionary appears to be better suited to this end than any other that has fallen under the eye of the superintendent.

Superintendent.—A. BRONSON ALCOTT.

DUNSTABLE.

In view of the importance of the subject, we wonder that so little interest is manifested for the welfare of our schools. The appropriation made by the town for the support of schools, is insufficient to support successful schools. We have known of good teachers being rejected because they demanded more pay than the prudential committee would give, and yet the price was not more than they could obtain in the neighboring towns. Two of the districts have had no summer schools, and in the other districts the terms have been short. The amount raised is one hundred dollars less than the usual amount the town has raised, and by this means the man who is worth one thousand dollars has probably saved twenty-five cents. We can

hardly believe that for such a paltry sum as this the citizens of Dunstable are willing to see the young grow up in comparative ignorance, their property to depreciate in value, or the name of the town to become a by-word. It is well known that the length of the schools does not comply with the requirements of the law; but it seems to be the impression with some that there is no penalty for neglecting to fulfil the requirements of law. We think otherwise, and shall quote from the statute, chapter 38, section 1: "In every town there shall be kept, for at least six months in each year, at the expense of said town, by a teacher or teachers of competent ability and good morals, a sufficient number of schools for the instruction of all the children who may legally attend public schools therein, in orthography, reading, writing, English grammar, geography, arithmetic, the history of the United States, and good behavior." "Section 14. A town which refuses or neglects to raise money for the support of schools as required by this chapter, shall forfeit a sum equal to twice the highest sum ever voted for the support of schools therein." The language is so plain that it requires no comment.

School Committee.—DANIEL SWALLOW, JONAS C. KENDALL, DARWIN P. KEYES.

GROTON.

The condition of the schools the past year, has been such, in the opinion of the committee, as to satisfy the reasonable expectations of the community. The means of instruction have been placed within the reach of all the young, and if any have failed to improve them, upon themselves, or their parents or guardians, the blame will alone lie.

But while we thus speak in terms of general commendation of the schools, we are far from thinking that they are all that is to be desired, or that they have reached the highest point of usefulness of which they are susceptible. There are hindrances to the progress of education among us, some of which are unavoidable, while others will be partially or wholly removed whenever the people shall so elect.

By reference to the reports of the several schools, it will be seen that many of them are quite small. They thus lack the stimulus which numbers give. They often recite in classes of one or two members, and fail of the enthusiasm that is excited by contact with other minds. There are few teachers that can feel the highest interest when instructing a dozen scholars or less. The large number of schools made necessary by this arrangement, allows to each but a small appropriation, and short terms are the consequence. For such schools it is difficult, often impossible, to secure teachers of experience and known ability. In point of fact, they are largely taught

by those who have had but little or no experience. If they succeed, other and more remunerative positions are sought. If they fail, upon the school rests the loss.

These evils in our educational system cannot be wholly removed, but we believe they may be lessened. We cannot but repeat the conviction expressed in former reports, that the number of our districts is needlessly large, and that the three schools in the centre of the town, might with great advantage be brought together and graded. But in those districts where no change is practicable, an education may be acquired which shall fairly meet the ordinary demands of life. Some of our best scholars are found in these small schools. But they belong to homes where they have been taught the value of knowledge. They have habits of order and industry. The disadvantages of their position are more than overcome by their faithfulness in the use of what they have. If the school-house is cold, right in the midst of the frost they grow. If it is at a distance, through the storm and the cold they find their way to it. If the teacher proves incompetent, in a measure, they study right on, and nothing is allowed to prevent their progress.

Schools are often injured by a want of union in the district. The institution, which should be sacredly guarded from the approach of discord, becomes the chosen arena of strife, the ulcer into which all the hurtful humors of the neighborhood gather. The prudential committee is liked, or opposed, by each one, according to his position among the contending parties. The teacher he employs shares the same fate. He is a friend, or an enemy, before he begins. The scholars are poisoned at home by words of censure uttered against him, and come to regard him as one whom it is a merit to displease and their duty to disobey. Some parents have a habit of taking their children out of school, on the plea that the teacher is not doing his work well; a step as unwise as it would be for a farmer to turn his cattle into the street, from an impression that his hay was not as good as in some previous years. We are compelled to believe, that with rare exceptions, such measures are dictated by passion, rather than wisdom; by a regard for their own way, and by a great disregard for the good of their children, who are thus abused and defrauded of their rights, that through them the school may possibly be made to suffer. Such conduct is utterly inexcusable. There is always a risk in selecting an instructor, as there is in selecting any other kind of laborer. The abilities of instructors vary, and yet we hazard nothing in saying that there has been no school kept within the town this year, at which any well-disposed scholar could not have received great benefit. Secession and rebellion are hardly more offensive in the nation, than in the school district.

Great care should be exercised by the prudential committees in the selection of teachers. Neither prejudice on the one hand, nor favoritism on the other, should be allowed to influence their choice. So many desire to

teach, and their claims are often so earnestly pressed, that much firmness is needed to enable one to act steadily and only for the best interests of the school.

In the opinion of the committee, the time has come when a higher grade of scholarship should be demanded in our teachers, than has been insisted on hitherto. The opportunity of acquiring a thorough preparation, is now afforded to all who intend to teach, and none but those well qualified for their work need be, or should be, accepted.

The present mode of dividing the school-money produces marked inequalities. A small number of districts receive more money than is really necessary for the maintenance of their schools, while in other districts, the schools are not kept for the period of twenty-four weeks, as required by law. As a remedy for this evil, it is suggested that a portion of the money, say from one hundred and fifty to two hundred dollars, be left to the superintending committee, to be applied by them to those districts where it shall be expressly needed.

The committee deem it quite unnecessary to say any thing respecting the obligation of every good citizen to increase, in every practicable way, the efficiency and usefulness of our schools. In times like these, when the public burdens press heavily, all should see that none of the funds set apart to this work are wasted. In the general intelligence of the community is found one of the great safe-guards of the public welfare. Despots and demagogues in one part of our country, employing the instruments that general ignorance affords them, have embroiled our nation in a destructive war. Against the putting on of fetters upon body or mind, it becomes us as a people ever to watch.

School Committee.—DANIEL BUTLER, GEORGE S. BOUTWELL, ABRAHAM ANDREWS, J. Q. A. MCCOLLISTER, WILLARD TORREY, J. TODD.

LEXINGTON.

We feel that the High School needs no eulogy from us. Itself is its own sufficient commendation. It is well, however, to call attention to the fact, that its numbers have much exceeded those of any previous year. At the beginning of the year, there were sixty-seven pupils. This number was soon reduced to about sixty; which remained the number to the end of the year. During the fall term, the number was just sixty; and but one left during the term, fifty-nine being present at the examination. The average attendance was a fraction over fifty-nine. In the winter term, there were also sixty pupils. Again, one left in the middle of the term, and the other fifty-nine were all present at the examination. The average attendance was a fraction over fifty-nine. In other words, the average

attendance for the last two terms was more than ninety-eight per cent. of the whole number of pupils. The interesting and important fact thus appears, that the attendance at this school is, by a large difference, more constant than in any other school in town; showing that distance of residence from the school-room is not necessarily a hindrance to regularity in attendance. We mention a single example. One pupil, who lives two and a half miles from the school, has been a member two years and a half, and has not been absent or tardy once; and this instance differs only in a small degree from many others. Moreover, the same fact shows that distance is no detriment to the health of the pupils, since one reason of the constant attendance is, of course, their general exemption from illness.

In accordance with the intimation given in the last year's report, those pupils who had completed the studies prescribed for a three-years' course, and who yet wished to remain and prosecute their studies farther, were allotted to the several lower classes as assistant-teachers, with such arrangements as best secured the supervision of the principal in every class. It is not supposed that the results have been altogether as good as might have been attained by the employment of an experienced assistant, giving her whole time to the work; still they have been very good. We have no doubt that this portion of their work has had its own peculiar and special advantages as to those who have performed it, or that the classes intrusted to them have done better than they would, with the limited time the teacher could have given to them, if he had been obliged to distribute his labors among all the classes and recitations of the school.

School Districts.—It is well known that the school districts of this town are not, and for some years have not been, determined by metes and bounds in such manner as is requisite to give them full legal standing and authority. For many years the town has sustained the charge for which, more than any thing else, districts are created; namely, that of building and maintaining school-houses. For the last two years, the duty of contracting with teachers (another of the functions formerly assigned to district officers,) has been imposed on the general committee; and, at the late annual town meeting, the town refused, in a contested vote, and by a decisive majority, to return to the former course. Two of the districts last year omitted the choice of a prudential committee, or the persons so chosen declined to serve; and the remaining duties of that office in those districts devolved on the general committee. Another district, this spring, failed to hold any meeting, though one was regularly notified; and the clerk has surrendered the records to the general committee. And still another district has voted, at its regular meeting, not to appoint a prudential committee. By a provision of the General Statutes, chapter 39, section 4, the town will be required, at the next annual meeting, to vote on the question of abolishing the district system. The facts just recited will serve to show how small a

relic of that system is left in this town, and may aid the citizens in making up their minds whether to retain what is left, or to bring the whole school business of the town into a compact and united form. We have no wish in the matter but to bring the subject in the plainest way before the people whose rights and interests are concerned.

Gymnastics.—Those who attended the two examinations of the High School, could not fail to be delighted with the physical exercises in which the pupils have been trained. In many of the remarks we have heard in relation to this matter, by those especially who take a more or less unfavorable view, there has appeared to be a misapprehension in regard to the objects aimed at in them. We suppose no one is inclined to doubt that some bodily exercise is of real and very great importance to all, but especially to the young: there is no need to discuss that point. The question is, What kind of exercise is best adapted to the circumstances in each case? What may be most practicable and useful in one, would not answer in another. In the school, then, what kind of exercise will secure in the best way a proper amount for all the pupils, and with the least liability with incidental harm? Some considerable muscular exertion is needed, in order that the few minutes devoted to this object may be sufficient to counteract the effect of confinement to close air, to one position, and, above all, to pretty severe intellectual exertion. The scholars may be simply let out to play, run, and shout, according to their own inclination. This has been the more common method hitherto, and is far better than nothing; but no one is ignorant of the drawbacks; that such play is often rude and boisterous, too violent for the best results, and, what is more important, that it does not secure any exercise for all, and as a uniform thing. In unfavorable weather, many will not, and ought not to, go out at all. In the best weather, some of both sexes, and of those who need the exercise most, a large part are disinclined to join in rough, irregular play. In cold weather, many, if left to themselves, will rather keep around the fire than take any kind of exercise; a practice that is positively bad, though perhaps less so than to suffer severely from cold feet or from general chilliness. In view of these considerations, see what is gained by the gymnastics. *All* the scholars are engaged in them. The room is set open, so that all gain the great advantage of fresh air, not only for the time, but after study begins again. They go through exercises that are severe enough to try the muscles, to quicken respiration, circulation, and transpiration, and secure a general glow of warmth; that are so orderly and otherwise attractive as to be a real pleasure to a very large proportion of those engaged; that incidentally create the habit of attention to the word of command, and of moving in exact time; and yet, while they do all this, do not produce in any the violent heat and exhaustion, with which, in the old way, scholars often returned from their out-of-door play, unfitted, for a length of time,

for any mental exertion. These good results are not all; are, in fact, rather incidental to the chief end aimed at. The system of muscular exercise which is partly carried out in these performances at the High School, has been carefully and scientifically devised to secure the most complete exertion of all the muscles, giving a predominant share of attention to those that are more nearly related to the motions of respiration, and is thus specially adapted to counteract the tendency to contracted chests and diseased lungs, which is the commonest form of imperfect vitality among us. It is not as mere amusement these exercises are introduced; though, if it were, that would be no reason to condemn them; for we need amusement, old and young, as truly as we do food and drink: but in a way which partakes of the character of amusement, they are intended to secure well-developed muscles, erect forms, healthy lungs, and, in a word, sound minds in healthy bodies.

There is no reason for confining these exercises to the High School; they are equally well adapted for all schools. The apparatus is not indispensable. Especially for little children, the motions of the hands, arms, and feet, are sufficient. They have been used with success, during the past year, in the Adams Primary School. No better plan could be adopted, by one having the charge of a school of little children, than to cause them, several times each half-day, to rise all together, and go through a series of these movements. It would relieve the restlessness which childhood cannot but feel, when kept for a long time in a position so contrary to its natural disposition as that of the school-room, and which is often punished as a fault, when the absence of it would only indicate a low state of health, and be a subject of well-grounded anxiety. We should be glad to see these exercises introduced into all our schools.

Those who witnessed the gymnastics must have felt how much of the charm of perfect order and time depended on the music of the piano. A still deeper impression, we think, must have been produced by the sweet singing, in which the pupils were aided by the same delightful accompaniment. We think it right to mention, with the expression of our gratitude, the service rendered by Miss Damon, who has cheerfully used her fine acquirements as a musician to contribute to the enjoyment and improvement of the school. Whatever differences of opinion there may be as to the proper method of meeting the expense, no one who has heard it will differ with us as to the great addition the piano affords to the advantages of the members of this school, and in hoping that so pleasant a part of the apparatus of the school may be permanently continued to it.

School Committee.—L. J. LIVERMORE, CALEB STETSON, HOWLAND HOLMES.

LINCOLN.

The committee think that the educational and general interests of the town would suffer if the appropriation for schools should be diminished, and the High School suspended. An intermittent school is usually a feeble concern. This school has had for several years accomplished teachers, under whose tuition a wide range of study could be pursued. It is not a small thing for the town to provide these advantages for its scholars. The present condition of the Primary Schools shows that the High School, if sustained, will grow larger and better for several years to come.

The committee know no valid reason why the appropriation for schools should be diminished. Indeed, reasons, for a liberal appropriation the coming year, are increased. Retrenchment, in this regard, would be a short-sighted measure, and contrary to the traditional policy of the town. Every educator is aware of the importance of grading scholars, when possible, according to their attainments. The most feasible way of grading the pupils of this town is by supporting the High School.

School Committee.—HENRY J. RICHARDSON, GEORGE C. STEARNS, JAMES FARRAR, JR.

LOWELL.

Reading.—Early in the year the attention of the board was called to the state of reading in our schools, and a special committee was appointed to investigate the subject and report thereon to the board. The committee investigated the matter with care, and embodied their suggestions and recommendations in a report, which was unanimously adopted. In accordance with the recommendations of the report, Prof. Lewis B. Monroe, of Boston, was engaged, and gave a course of twelve lessons in reading in the upper room of the High School building,—one on the afternoon of Wednesday of each week. All our teachers, and all approved applicants to teach, were invited to attend. While the board did not incline to *require* the attendance of teachers, yet they *expected* all would both attend and gratefully improve so favorable an opportunity for reviving old ideas and gaining new ones, in reference to a branch whose interest is ever new, and whose importance is ever great. Wednesday afternoon is made a half holiday by a rule of the board. This rule may be changed at any time by a vote of the board, and teachers be required to discharge such school duties on that afternoon as legally come within the limits of the powers of the school committee to require; so that possibly the objection, that the board have no right to control the services of teachers on Wednesday afternoon, might fail when fairly tested. However, to the confiding invitation extended, a responsive attendance was generally and gratefully given.

A want of that zeal, which is the essential element of success, left some, whom the lectures would not have harmed, to the absorption of those cares, diversions, and duties, to which Wednesday afternoon is especially consecrated.

Prof. Monroe came with a good reputation, and with the recommendation of a number of our teachers who had previously heard him lecture. His lessons were elementary and practical. His instruction upon the physical conditions and training necessary for vocal culture were original, highly philosophical, and important. His reading was free from that mannerism and artistic style, which, though prevalent, are ever offensive in the school-room or by the fireside. A large class of teachers eagerly caught his suggestions, and carried them to their schools, where they have been re-impacted to scholars. In these cases the result has been highly beneficial, accomplishing the purposes of the board. In other instances, where there was either no attendance upon the lessons of Prof. Monroe, or an indifference to his instruction, there has been less marked improvement in reading. The difference between the two classes of schools has not escaped the observation of the board. The aggregate result of our efforts, in this direction, is highly satisfactory. A repetition of the course, or some other equivalent, would be highly useful to perfect the work which has been begun, and to prevent a cessation of the interest in a branch of so much importance.

Reading and Spelling in High School.—In the month of October, the board by a unanimous vote, placed reading and spelling among the required studies in the High School course.

Reading and spelling heretofore have not been required of scholars after they have left the Grammar School. The teachers of the High School have fully felt the importance of more attention to reading, but have had no power to require it, as it has been entirely optional with each scholar whether he would join a reading class or not. By the above action of the board, no scholar can now pass through the High School, without giving a due share of attention to these branches. The whole school has been organized into classes, which receive, semi-weekly, a thorough drill in both branches. The method and matter of the reading, and orthographical exercises, are worthy of high commendation, and foreshadow the great success of completely supplying a demand which has long been felt. And here perhaps, as was expected by the board, may be seen the most direct application of Prof. Monroe's instruction, and the most manifest and beneficial results therefrom. An occasional special course for the High School would be judicious.

The objections, if such exist, to the teaching of reading and spelling in the High School will probably be overcome by the experiment. The elementary department of these branches, as well as of mathematics and

language, doubtless belongs to the Primary and Grammar Schools, but their higher and advanced departments come properly within the province of High School teaching. If, upon admission to the High School, scholars are proficient in these branches to the extent of the range properly belonging to the Grammar School, it is all that can justly be expected, and is all that our rules contemplate. Beyond this range, there is an almost indefinite extent to which the proficiency may be carried, and which comes within the limits of the advanced High School instruction.

Standard of Admission to Primary Schools.—The required age of admission to the Primary School has also been changed from four to five years. The board has long been convinced of the necessity of this change, but has hitherto hesitated to make it, mainly from a deference to the erroneous desire of many parents to substitute, as early as possible, a stranger's care over their children for their own. The change has now been made, and so far has received the acquiescence of all interested therein. A firm adherence to it by the board will secure much good for the future. The law neither requires nor contemplates the keeping of any school for children under five years of age. And the time will come when the acquisition of a treasury of physical and moral resources for the tasks of future years, will be the principal demand made upon the child even up to six years of age; and when parents will learn that little addition can be made to this treasury, in the tasking drill and confinement of the school-room, and that it is infinitely cheaper to have the oversight of their own children than to pay teachers and physicians.

Drawing.—During the year, colored crayons have been used in the schools for drawing upon the blackboard. The introduction of these was the beginning of happy results. No more agreeable and profitable change from the tedious routine of the school-room can be found than an occasional exercise in drawing. The proficiency of some of the scholars, even in the Primary Schools, in the copying and designing of pictures with these crayons, where the teacher with a proper zeal has instructed them, is quite encouraging. By means of these a zest for map drawing may easily be inspired which will carry the scholar to a high degree of perfection. Something has been done in this department, but its great importance in giving an accurate knowledge of geography is far from receiving a due appreciation. It need never be assigned as a task, but, as a pleasant recreation, children will readily engage in it. The benefits of a more systematic and constant use of the colored crayons must be varied and great. As a means of creating, developing, and perfecting, a love of art; as an aid to penmanship; as an aid to geographical knowledge; as a diversion, rendering the school-room attractive and pleasant; as a cultivation of a very useful and universal, but neglected talent;—in all these and other particu-

lars, it is worthy of consideration and encouragement by the committee and teachers.

Evening Schools.—The evening schools of the last school year, four in number, two for males, and two for females, held their sessions in the Mann and Green school-houses; were opened two evenings in each week, each under the charge of a male principal and female assistants; were attended by 463 scholars, whose ages ranged from fifteen to thirty years; and having continued three months, closed about the first of March, 1861, with public examinations indicative of ordinary success, and confirmatory of the correctness of the present method of conducting them. According to the repeated recommendation of the principals in their reports, they have this year been opened somewhat earlier than usual, so as to close before the near approach of spring brings unpleasant travelling, and warm and short evenings. They should commence as soon as the middle of November. The appropriation for these schools in 1860 was \$500, and the expenditures amounted to \$527.87. They are established by virtue of the seventh section of the 38th chapter of the General Statutes, which authorizes any town to establish and maintain, in addition to the schools required by law to be maintained therein, schools for the education of persons over fifteen years of age; and the schools may be kept at such an hour of the day or evening as the school committee may determine; and the town may appropriate such sums of money as may be necessary for the support thereof. When such schools are established, the school committee have the same superintendence over them as they have over other schools. This law was passed in 1857, since which time these schools have been under the superintendence of the board. The reports from these schools have generally been favorable to their maintenance. There are evils connected with them which ought to be carefully watched. There are multitudes of persons over fifteen years of age in our city who need instruction, and so far as the proffered opportunity to gain it is improved, it may safely be granted. But illiterate persons from fifteen to seventeen years of age, though poor, can well afford a year or two of study in our public day schools before commencing to earn money; and evening schools should not be so kept as to encourage such to neglect the day school. They should also be carefully guarded against the admission of any who attend for other purposes than study. Our extensive day school system, with its large annual appropriations, ought certainly to be sufficient for all whose age allow their attendance.

Suggestions.—We would like to see a little more time of the grammar classes in our schools devoted to sentence-making. Grammar, like other branches, is both a science and an art. As such it should be studied. Arithmetic cannot be successfully taught without the solving of problems; nor geography without the use of maps and globes; nor philosophy and

chemistry without experiments and apparatus; nor physiology without its skeleton and manikin; nor astronomy without its orrery and star-gazing; nor surveying without its theodolite; nor geometry without its diagrams. And yet, what geometry would be without diagrams, surveying without a compass, astronomy without visible stars, chemistry without gas, philosophy without apparatus, geography without globes, and arithmetic without sums, grammar is without sentence-making. The board, by a recorded vote, require the writing of compositions as a grammatical exercise, in the Grammar Schools. The ability to write correct sentences is the test of grammatical proficiency.

We would like, also, to see the study of written arithmetic commenced as early as the seventh room of the Grammar Schools, so as to be pursued contemporaneously with the study of mental arithmetic, and so as to secure a more thorough proficiency in the same before admission to the High School. We would like to see the study of grammar and the construction of easy sentences commenced as early as the fourth room of the Grammar Schools, so that every scholar may early acquire a readiness in correct sentence-making. We would like to see the making of written letters and of figures, by the use of crayons upon the blackboard or otherwise, as early as in the first class of the Primary School. We would like to see map-drawing made a daily exercise in both the Grammar and Primary Schools. We would like to see the rules of spelling, which are found in our spelling-books and grammars, memorized and daily applied by written exercises. We would like to have reading so good that the sense may be clearly and distinctly understood by the listener, unaided by a text-book. We would like to have every teacher cordially test a change proffered as an improvement, and only condemn it, when, upon a fair trial, it proves a mistake, being governed by the wise maxim which teaches to give every man the ear, but few the voice. We would like to see less rivalry among the principals of Grammar Schools in regard to the number annually admitted to the High School, and more regard for the absolute rank of their schools.

With these suggestions fairly regarded, we hope the board may be slower to introduce innovations, and teachers readier to receive and adopt them. The relations between teachers and the board for the past year, have been cordial and harmonious. Parents and citizens generally have manifested a proper interest in education; and all efforts of the school committee and of teachers for the benefit of our schools, have met with a cordial approval and support.

Chairman.—B. C. SARGEANT.

MARLBOROUGH.

We have found some things to blame, many to praise, and we see more to aspire after. Improvement has been going on, not always regularly, sometimes very slowly. But the look of true men is not backward, it is ever forward. The cry for "advance" is not one which great armies only must heed, and great commanders obey; all men, all institutions and systems must listen to it or perish. On the whole, we feel that the school system is meeting this inexorable demand. The town must not let it fall back. Let our schools have abundant supplies, and all parties connected with their working be held to a rigid performance of their duty. Let it be more and more distinctly understood that incompetency and inefficiency will find no quarter. We want especially to impress on the minds of those who fill the place of teacher that their work calls for the putting forth of every faculty, the summoning up of all their energy, the exercise of all their patience, and the maintenance of unwearied perseverance. We need a more thorough and effective drill in elementary principles, not in one science alone, but in all. Nothing should be passed over with half knowing, and just as poor recitation. Drill till scholars know what they study, drill till they can tell it. Drill in spelling, in reading; drill in arithmetic and in grammar; drill in writing, in geography, in posture and movement, and in behavior. In a word, drill in every thing, drill always. The supposition is that a teacher knows how to teach; if he does, let him give proof of it. A school-house is the last place in the world for a "circumlocution office;" "how to do it" is the teacher's science. He should be restless, longing, aspiring after the perfect in every thing. His unconscious, not less than his conscious teaching demands this of him. No one is compelled to choose the teacher's vocation, but if he does, let him walk worthy of it, for it is a high one. We hope to see teachers' meetings established and maintained with the hearty co-operation of every teacher from the Primary to the High School. Our teachers should know each other, and as a united band work together, cheering and helping each other, to the end that their labors may be more efficient and successful. Let parents and the public insist on having such teachers, and let them give them their confidence; help them, sustain, and encourage them in their work. Visit their schools. Show them that they have your sympathy; they want to know and feel that they are not toiling alone, amid the careless and unsympathizing. Let them feel the pulsations of the great, strong heart of the people beating for them. This is all important; it will add immeasurably to their power and effectiveness.

MEDFORD.

Irregular Attendance.—Your committee are constrained to call attention to the evil here referred to, inasmuch as it is one which affects very largely the usefulness of our schools. The sum appropriated for educational purposes is liberal in proportion to the number of scholars and the ability of the people. But that this sum should be expended to the greatest advantage, it is obviously necessary that all our children should be punctual at school; and irregularity in the attendance of those whose names are enrolled upon the records of the teacher, is a waste of the outlay which is made for their benefit. Besides, remissness in this respect is an injury to the schools, as well as to the scholars. It interferes seriously with the progress of the classes, induces hesitancy in the recitations, and a waning of interest among the pupils. That a high standard of attendance should be sought for by all, will be admitted to be a sound maxim of policy and interest. And to promote this, the rule is enforced of requiring from parents written notes, recognizing and accounting for the absence of their children; and where such absence is continued for a period of more than three days, a written permit from the local committee is required, before the scholar can return to the school. The forfeiture of class rank, which is an internal regulation, is also found to be productive of some good. But with all these regulations, which are more or less effective, the number of absences is greater than it should be, and has even increased for the last three years. We urge, therefore, upon parents a personal interest in the attendance of their children, and an endeavor to avoid all unnecessary detentions and absences. The evil we complain of is that of *irregular* attendance, rather than of *non* attendance; and it must be attributed to one of two causes,—sickness or detention. In either case, the parents must be cognizant of the fact, and to them we must look to remedy the evil, whenever it falls within their control.

Truancy.—A few cases of truancy have come to our notice, and some of these have been of an aggravated character; but an attempt has been made to remedy the evil, and not without the hope of a favorable result. Should such cases continue, and be found incurable, we shall feel compelled either to report them to the town, to be acted upon, or to fall back upon the provision of the General Statutes, and enter complaints against the delinquents. No scholar has a right to persist in a course which breaks up entirely the harmony of the school, interferes with its order, and impedes its progress; and we look with confidence to the co-operation of all good citizens, in checking this evil wherever it may appear.

Singing and other Exercises.—The introduction of singing into our schools, is believed to be of great benefit, as involving a salutary effect upon the scholars. As a general thing, they are interested in the exercise;

they enter into it with hearty good will, and it leaves an impression on their susceptible minds, which, if deepened in other ways, can scarcely fail to be powerful for good. The committee have aimed, therefore, in the selection of new teachers, to secure the services of such as could sing, or at least take the lead in so important an exercise; and if the gymnastic exercises, which have been introduced, and are fast becoming popular, are also attended to, we shall find that we have added to the other appliances of a good education, two things which bear directly upon the moral elevation and physical health of every child; and we believe that such agencies are as pleasing as they are profitable to all who are brought within the scope of their influence.

School Committee.—CHARLES BROOKS, THOMAS S. HARLOW, CHARLES S. JACOBS, ALVA N. COTTON, JOHN S. BARRY, GEORGE M. PRESTON.

MELROSE.

Physical Education.—It is not to be expected that our Public Schools will, at present, contribute directly to the cultivation of the physical powers. Still, teachers should pay more attention to correct postures, graceful walking, and to the character of out-door amusements. We have noticed a difference in these respects, not wholly dependent upon the social position of the pupils.

Teachers should be careful to guard against any violation of the laws of physical health. Extremes of heat and cold should be avoided in the temperature of the rooms; also the opening of windows and doors at unsuitable times. The whole school should participate in the recess, and its loss should rarely be made a punishment.

The health, both of body and mind, depends upon the atmosphere breathed. Disease, deformity and death, result from long daily confinement in impure air. Not one of our school-rooms has a proper system of ventilation. Until some more perfect apparatus is provided, our rooms should be opened and well ventilated, at the close of the morning and evening session. The eyes of the pupils should not be exposed to strong light, or be compelled to rest too long upon one subject.

Another evil, tending to the injury of health, is still more beyond the control of the teacher. We refer to the practice of sending children to school at the early age of four years. They are then too young to enter upon any course of school discipline. They need more freedom for the motion of their limbs, and the free exercise of their lungs, than the necessary restraints of our schools will permit. In the city, where a teacher has but one grade of pupils, the exercises can be adapted to develop, somewhat, the physical powers—the younger classes walk, march, or use their arms

in healthy action, at short intervals. In schools containing children from four to twelve years of age, where most of the time is required for consecutive recitations, such an arrangement cannot be put into successful operation.

Far better to let such young children roam the fields, and follow out the will of their Creator, who has made varied and almost perpetual motion indispensable to their healthful growth. Whatever checks or weakens the vigor of the body, also cripples the powers of the mind. Investigation proves, also, that scholars make greater future progress, who enter at six years of age, than those admitted a year or two earlier.

Reading and spelling form the first steps in a course of education, being essential to all future progress. They should be nearly perfected by the time scholars leave the grammar department; yet it is a complaint of the principal of our High School, that pupils frequently enter with an insufficient training in each of these primary branches.

The example of the teacher is all important in infusing into the pupil the spirit and grace of good reading. Children insensibly imitate, and, if a teacher is particular about enunciation and emphasis, we shall have more of that full, round, and distinct tone of voice, with that natural ease and intonation essential to the proper utterance of the sentiments of an author.

It must not be forgotten, that no piece can be well read which is not understood. Scholars should be drilled upon the meaning of words, shades of thought, and historical or other allusions. A child thus taught does not read with the eye and the voice merely, but with the understanding also. Nothing is more difficult to eradicate, or more injurious to the growth of the mind, than the too common habit of reading as if the words were the most meaningless things in the world.

Justice requires us to add, that the reading at the annual examination was generally good; the girls, more especially, excelling in emphasis and enunciation. The superiority of the latter we attribute, in part, to their taste for music, which tends to give flexibility to the voice, as well as train the ear to proper modulation and expression.

With regard to spelling, our schools should aim at perfection, if such a thing be possible, with the peculiarities of our language. The eye should become so familiar with the form of words as readily to detect mistakes from their unusual appearance. This can only be accomplished by writing words from dictation—oral instruction, alone, never making a perfect speller.

The daily practice of writing sentences adapted to the capacity of the pupils, would also help them to understand the meaning and definitions of subsequent text-books. If such exercises were well conducted, and systematically carried out, nearly all might be taught that we require in written or spoken language. Not only spelling, but grammar, definitions of words, the habit of expressing thought in plain and correct language, the art of

punctuation, generally ignored, but as much a part of finished writing as the words themselves, would all be taught, and taught practically.

Under the head of practical subjects we place *penmanship*, considering a good handwriting valuable either to the student or business man. Yet we doubt if five can be found among the last graduates of our grammar schools, capable of writing a friendly or business letter in a fair, legible hand; we will say nothing of the spelling, grammar, or punctuation. Even in the High School, sufficient attention is not paid to the proper holding of the pen, the position of the book, and the imitation of the copy.

Two lines written with extreme care, daily, would eventually secure the desired result. Now the pupil hurries over the paper without benefit, and some of our teachers appear to look upon the lesson as something outside of their regular duties. They would, probably, dislike to have visitors judge of their ability, by the progress (?) shown in the writing-books. Yet it is a branch in which improvement is visible to the most casual observer, if any be made.

There is a method of leading the pupil by successive steps to the skilful use of the pen. It consists in first making letters upon the slate, beginning with the printed, and ending with the written characters. Paper subsequently takes the place of the slate, the pen succeeding the pencil. Simple lessons in drawing also train the hand and eye to guide the pen. The latter is, also, a pleasing exercise, and, being mostly manual in its labor, relieves the mind from the weariness of continued mental application. Experience shows that children write better, with the same instruction, who devote a part of the time to drawing.

The same copy-books should be required throughout the schools, and more attention be given to the details of good penmanship. There is no satisfactory reason why the last page in writing should not be equal to the first.

We think the following article, from the *Scientific American*, worthy of insertion.

“Hours of Study.”—A very remarkable pamphlet has recently made its appearance in England, containing statements of facts that ought to command the attention of the civilized world. The pamphlet is written by E. Chadwick, Esq., C. B., and published pursuant to an address of the House of Lords. The subject of this pamphlet is education, and it is devoted to the discussion of three matters—the organization of schools, the hours of study, and physical training. Our attention has been arrested by Mr. Chadwick’s statement of facts in connection with the second of these three subjects—the hours of study:

“‘Struck by the frightful disproportion between the powers of childish attention and the length of school-hours, he has directed questions to many distinguished teachers. Mr. Donaldson, head-master of the Training

College of Glasgow, states that the limits of voluntary and intelligent attention are, with children of from 5 to 7 years, about fifteen minutes; from 7 to 10 years of age, about twenty minutes; from 10 to 12 years of age, about fifty-five minutes; from 12 to 16 or 18 years of age, about thirty minutes; and continues: 'I have repeatedly obtained a bright, voluntary attention from each of these classes, for five or ten or fifteen minutes more, but I observed it was always at the expense of the succeeding lesson.'

"The Rev. J. A. Morrison, Rector of the same college, speaking on the same subject, says:

"I will undertake to teach one hundred children, in three hours a day, as much as they can by possibility receive; and I hold it to be an axiom in education, that no lesson has been given until it has been received. As soon, therefore, as the receiving power of the children is exhausted, any thing given is useless; nay, injurious, inasmuch as you thereby weaken instead of strengthening the receiving power. This ought to be a first principle in education. I doubt it is seldom acted on.'

"The truth of these pregnant remarks is made more and more evident by the testimony of all competent witnesses. We respectfully submit to all school commissioners, teachers, and parents who may read these statements, that they are not of a character to be glanced at and tossed aside, but are worthy of being thought of and acted upon. From Carlyle's pictures of German schools, and from all descriptions of the English schools, there is no doubt that in both those countries there is a lamentable want of understanding, on the part of scholars of the subjects which they attempt to learn. The matter is still worse in France and Austria, and it is the prominent vice which pervades the whole American system of education.

"Our failure to secure an understanding of the things which we try to teach is, doubtless, in part owing to the fact that we endeavor to teach too much in a given time, but it is also in part attributable to the circumstance that we waste more than three-fourths of the time trying to impart ideas when the mind of the pupil is not in a condition to receive them.

"This journal has, heretofore, advocated the practice of having recesses in schools, of ten or fifteen minutes every hour; but, from the experience of the oldest and ablest teachers in Great Britain, it seems that the recesses ought to be granted, even to the oldest scholars, as often as once in half an hour. A teacher might as well expend his efforts upon carved wooden images of children as upon scholars after the mind is tired out."

NATICK.

Reading, Writing, and Spelling.—Fifty years ago, reading and spelling, writing and arithmetic, were almost, if not quite, all the branches taught in Common Schools. Grammar and geography were, in most schools, of later introduction. Those four are still the most important branches, and should not be pushed into the background by any new studies. Our experience in visiting schools, has convinced us that two of these,—writing and spelling,—are not, as a general rule, so well taught now in our schools as they were many years ago. In the crowd of studies that room must now be found for, the writing is the one which is most apt to suffer, so that a really good set of writing-books, neatly kept and manifesting earnest effort and decided improvement, is the exception, rather than the rule, in District Schools. Quite as frequently we find them begun with some care, but written with more and more negligence as they advance, suggesting the idea that they might have been written, as Hebrew books are printed and read, from the last part towards the first. We believe that this is the branch in which most teachers take the least pleasure, and the least pains. But, if taught at all, a sense of duty should cause them to teach it as well as they can. In the villages, there are sometimes writing schools, but in most districts the public school furnishes to children their only opportunity of learning to write. They should never fail, therefore, to find a good opportunity there. In justice to our schools we ought to say, that these remarks are not suggested by any special deficiency in this branch during the past year. On the contrary, we are inclined to the opinion, that more adequate attention has been paid to it than in former years.

Spelling is a branch which greatly needs more attention than it receives. Whatever else scholars may learn, they are not entitled to be called really good scholars, till they have thoroughly mastered every thing in the spelling-book, from the beginning to the end. Such and so many are the anomalies in our language, that good spelling is not to be acquired without diligent study; and childhood and youth being the natural time for acquiring a knowledge of language, unless it is then acquired in schools, it is rarely, if ever, acquired at all. In some schools we have found classes (generally the first class) who have no spelling lessons assigned for study, but who are called on, when they read, to spell certain words selected from the reading lesson. We do not hold this to be teaching spelling at all. In a much larger number of schools, the number of pages in the spelling-book gone over by the classes in a term, is unduly small, indicating that very little time is given to this branch, and the number of mistakes made on examination, indicates that those few pages have not been thoroughly studied. And here it occurs to us to refer to one custom in teaching spelling, nearly universal in schools, and yet with no good reason to justify

it. We refer to the practice of letting scholars try twice. A lesson is not learned as it should be, unless the scholar can spell the words without mistake the first time. The permission to try again, is an encouragement to heedlessness and guessing, neither of which is to be tolerated. We earnestly call the attention of our teachers to the matter here, as we shall not fail to do hereafter in their schools.

Reading is another branch to which we think more attention should be paid. The reading in our schools is probably as good as in the same grade elsewhere. It is not, however, such as satisfies us. It is not taught as an art. To acquire a tolerable degree of fluency in reading, to avoid a flagrant miscalling of the words, and to "mind the stops," seems about all that in many schools is attempted in regard to reading, and more than is accomplished in all of them. But good reading includes much more than this,—so much more, that really good readers, even among teachers and public speakers, are very rarely to be found. To possess, in a high degree, the art of good reading, is an accomplishment which is worth all the trouble it will cost to acquire. We wish that special effort may be made for improvement in this branch the coming year. For this purpose short lessons should be assigned, which should be required to be studied faithfully; and these being several times read through by the class, in each successive reading, previous mistakes could be corrected and improvements made. The case in which the greatest and most rapid improvement in reading we ever knew made in a school, was one in which the teacher—himself an excellent reader—having assigned a short lesson, carefully read it entire to his scholars as he wished them to read it, before they studied it, and when they came to read it, he did not suffer them to leave it until they could read it according to his instruction and example. It was a course which it seems to us, might be safely and profitably followed by other teachers.

We have called attention to these fundamental branches because we have felt that they are not receiving their due proportion of attention. We hope, a year hence, to be able to report a great and rapid improvement in them.

School Committee.—LOUIS E. PARTRIDGE, HORATIO ALGER.

NEWTON.

It is matter for heart-felt congratulation, that, while the shadow of a great trial rests on the country—while the thoughts and feelings of the people are impelled into unwonted channels, and a deadly chill has fallen on the vital springs of enterprise,—the peculiar and most beneficent institution of our Commonwealth, the institution of public education, which has

given her a peculiarly honored position among her sister States, has with unabated energy, prosecuted its appropriate mission, through the past memorable year. The war, which has left no other interest untouched, has not, as yet, deranged nor weakened the action of this, the source of our highest power and greatness, nor undiminished, by so much as a dime, the liberal contributions for its support, or the estimation in which it is held by the community. Indeed, in the general intelligence which it diffuses, we find a marked feature of its beneficence and power, even in the bloody issue which has been forced upon the country. The legions of her sons, who prompt to respond to the call of their country, marshalled themselves in defence of its imperilled government, carried with them not a brute force alone; but an intelligent power—a power to comprehend the great issue presented—a power to meet every exigency—a power to adapt means to ends, whether the problem be to engineer a railroad, to re-adjust a disjointed locomotive, to reconnoitre the foe's position from a gas-bag in the air, or to indite those graphic descriptions of scenes and actions, which have interested and gladdened so many anxious hearts at home. These characteristics, the peculiar fruits of our system of education, give our citizen-soldiery an honorable distinction in the armies of the world, and afford an added evidence of its value.

The above reference to the unabated interest manifested in our system of education, by the community at large, will forcibly apply to our own community. The machinery of our schools has continued its wonted and successful operations, through another year, affording means of mental development and moral culture, to every child of the humblest, as well as of the most favored citizen, who chose to avail himself of them.

The detailed reports afford very satisfactory evidence that our schools, in their present systematic organization, were never in a more healthful and prosperous condition than at the present time. They have fulfilled their mission, without the intervention of any unusual circumstance to obstruct their machinery or embarrass their wonted operation. Our corps of teachers—the most of whom have for several years been connected with the schools—by frequent conference and discussion, have earnestly sought to perfect themselves in their professional duties, and to secure to their efforts the highest success. And the committee are happy in being able to express the opinion, formed upon a somewhat extended acquaintance, that notwithstanding any remaining imperfection, which in any instance they have felt obliged to notice, they will not suffer by comparison with those in any part of the Commonwealth. But the wisest and most faithful administration of the schools, on the part of the teachers and committee, will not of itself secure to them the highest success. To this end, another influence outside of them, and beyond the reach and control of the committee and teachers, must be brought more directly and constantly to

bear upon them. Each and every one who claims the rights and immunities of citizenship, should recognize the obligation which they impose upon him, by their general diffusion of intelligence, which gives a character to the town, of which he shares a part of the benefit. Yet of the 1,587 children in town, on the first day of May last, as certified by the assessors, only 1,360 are enrolled on the school registers; leaving nearly 200 to be educated elsewhere, or not educated at all. The committee disclaim any desire to depreciate the reputation and success of the several private schools in town, yet they must express the conviction, that, to realize the full idea of our Common School system of education, which is to furnish means to all, of intellectual development and moral training, there must be a general, a universal co-operation of effort and influence, in accomplishing its beneficent purpose. Every one should regard it as a foster-child, which he is bound by the ties of citizenship and brotherhood to train into proportions of manliness and beauty. Every citizen and tax-payer, to the amount of his pecuniary investment, should feel that he has a joint interest in its precious capital; that it is, indeed, a part of his personal wealth, as much so, to say the least, as his investments in stocks and lands, and claiming a like personal and careful husbandry. Then again, those who ostensibly patronize the Common Schools, who have such an appreciation of their value as to be led to secure, in a measure, their benefits to their children, do not yet, as in almost all other joint personal interests, accord to them that hearty co-operation, which is indispensable to their highest success. The greatest hindrance, therefore, to the progress of the schools, and one in regard to which parents have a direct responsibility, is *inconstancy of attendance*,—words which the committee would pronounce with the gravest emphasis. And although this has been a somewhat mitigated evil during the past year, yet, of the whole 1,360 pupils connected with the schools, the average attendance has been but 1,125, or .82 per cent. This inconstancy of attendancy is to be deprecated, whether regarded in a pecuniary, intellectual, or moral point of view. It has, during the past year, involved an absolute loss to the town, of nearly one-fifth of the amount appropriated for the support of its schools. For in its liberal school accommodations, and its large and efficient corps of teachers, it has made ample provisions for the regular, systematic education of all; it therefore costs no more to instruct the whole than it does a part. If an appropriation of \$11.50 is annually made for the education of each pupil enrolled on the school register, and only a number two hundred less than that thus enrolled, as an average, regularly attend the schools, it logically follows that there is a corresponding waste of expenditure. This consideration is commended to those who are disposed to regard this matter in a pecuniary point of view. But the evil complained of appeals for redress to higher considerations. It is a potent disorganizer of the schools. It deranges the established

routine of duty. It is a daily irritant to the teacher's patience, as it baffles his efforts at systematic instruction, and lowers the general character of his school. It also retards the progress of the regular and more faithful pupils, and hangs a millstone-weight of discouragement around their necks. It is to be deprecated furthermore, on account of its natural and injurious re-action upon the delinquent himself. It is as true in education as it is in morals, that the consequence of no action is limited to its commission, but must revert, by an inevitable law, to the benefit or injury of the actor. The scholar who is irregular in his attendance, furnishes an illustration of this law. He generally evinces the same irregularity in the prosecution of his studies, and thus necessarily falls in the rear of his class. He soon becomes impressed with a sense of his deficiency, which is ere long displaced by a feeling of discouragement or despondency. This, by re-action, tends to confirm his habit of delinquency, and thus again to paralyze his efforts and quench all aspirations after improvement. And the habit thus formed in his school-days, will be likely to follow him into other relations of life, be a perpetual hindrance to his advancement, and cleave to him, with the immutability of the Ethiop's skin, even to the day of his death. To an evil of such magnitude, an evil that involves so great a waste of money, time, talents, and of life-long usefulness; and an evil withal, which the committee pronounce, with emphasis, to be the greatest obstacle to the highest success of our schools, it is hoped and believed, that parents and guardians will apply the proper remedy.

The committee cannot forbear, with their congratulation, to join the expression of their gratitude to the citizens of the town, for the interest which they have manifested in our schools, and for the liberal appropriations which they have made for their support. They are proud to bear witness that this town has never consulted a narrow and false economy, when the cause of education has been pleaded in its assemblies. Judging from the past, they are confident that no circumstances will be allowed to produce a diminution of this liberality. In ordinary times they would forbear the use of argument, or even language of urgency, believing that a bare statement of the needs of the schools would secure as large an appropriation as could profitably be expended. But in the present juncture, when the treasury of the country is threatened with depletion, and the purveyor of the national exchequer is about to demand tribute at every man's door, they feel justified in expressing the hope that whatever retrenchments any present or anticipated depression of affairs may compel the town to inaugurate, this peculiar institution of our Commonwealth, so essential to our happiness, and so indispensable to the existence of an intelligent and free people, will be the last selected for such a lamentable visitation. It is hoped that in the preservation and support of this, the most invaluable legacy bequeathed us by our fathers, each and every

citizen will be impelled by the generous conviction that he is laboring for a common good, and joining in sacrifice for the promotion of a common end. And in the existing struggle for the preservation of our nationality, to whatever other straits we may be subjected, may a righteous Providence interpose to shield us from that poverty of mind and of morals, which a compulsive neglect of this institution would entail on our land. God grant that we may never see the day, when the noble principle, the natural outgrowth of our social polity, that every child has the same indefeasible right to an education as to the air he breathes, or the axiom that a republican government is a baseless fabric if unsupported by the firm buttress of popular intelligence, shall become obsolete, or held in less regard in this community. For such a perversion of public sentiment would entail on us a greater calamity than the loss of national prestige and renown—it would close up the fountains of intelligence—and when this noble pillar, the chief support of the goodly frame-work of our country's institutions is subverted, not only will our nation be a name, and its liberties a shadow, but ignorance will darken the popular mind, and civilization itself recede before the resistless tide of barbarism.

For the Committee.—WASHINGTON GILBERT.

PEPPERELL.

Bad Economy.—Experimenting is always costly, and in nothing more than with new teachers. The prudential agent, who from a whim or personal preference, or at the importunity of a friend, engages a new hand instead of the one already acquainted with the ground, is chargeable with a degree of mismanagement that would confuse and impoverish any other business. The greatest good to the pupils, with the means in hand, is the duty of all intrusted with school responsibility. This is the last trust that should be used for personal, or family, or party ends. Yet we have reason to think that often a candidate is pledged to a teacher, thus and thus related, and is elected agent for this consideration. In this way the interests of the school subserve the wishes of friends. The question is not, can the last teacher be continued, but can a new circle be accommodated?

We give it as our judgment that one-fourth of our school money is lost every year by this perpetual change of teachers. The teacher that breaks ground, must use the first month in laying out his work. The pupils are to be examined and studied. Each one is to be gauged and placed, and not only is a loss of time incurred, but the after working of the school is at a disadvantage from the impossibility of classing it properly in one term. In some of our schools the classes exceed the number of scholars by one-third. This waste of the time and energies of the teacher has come about,

and continues, in great degree, by the introduction of new teachers. Such a teacher does not know the relative position of the scholars, and, to a great extent, must leave each one to fall into line wherever it is pleasant in his own eyes. The teacher does not know the extent and thoroughness of his pupils' progress hitherto, and hence is not competent to advise them respecting studies to be next assumed; thus mere fancy on the part of the pupil oftenest decides what he shall study. We have noticed it as the uniform effect of the continued services of the same teacher, that the classes are greatly reduced in number, the whole school machinery becomes simplified, and thus the teacher is able to give his efforts to the greatest good of the greatest number.

Lessons of the Year.—We hope that teachers and parents will not permit the grand and solemn events, now being wrought into national history, to pass unimproved by the children. Let teachers call the attention of their pupils to all the news of importance. The daily or weekly paper will make a useful text-book. Show on the map the position of the different portions of our army and navy. A cheap colored map should be immediately procured for every school. Children will now learn the geography of the United States, so as to never forget it. If necessary, let the lessons in geography be confined to our own country, while the war lasts. We shall expect to find the scholars prepared, at the examination, to give us a fair account of all the memorable conflicts during the year. But above all, let children learn from us all, teachers, parents and citizens, the wickedness of this rebellion. Let us teach them the seed from which it sprang—disrespect of lawful authority. Let us make them feel that God has placed us all under law, and that we are true and happy only as we are obedient. Let us show that we are law abiding, in principle, and that we consider the slightest infraction of authority a dangerous and mean thing. Let us teach the child at school and at home, that, when he disobeys an order or shirks a duty, he is setting up a principle that only needs to find abettors sufficient, and it will lead to such terrible issues as now call their fathers and brothers to fields of blood and death.

School Committee.—C. W. BELLOWES, LUTHER S. BANCROFT, EDWARD P. SMITH.

SHIRLEY.

Prudential committees should understand that it is important that candidates for schools should be present for examination at the particular time designated by the general committee. This has usually been the Saturday prior to the commencement of the schools; at any rate a certain time is always fixed upon by them, and sufficient notice given. But it frequently happens that all will not be present. Then, perhaps a sub-committee is appointed, who must await the pleasure of the delinquent. They may be

obliged to take the person "on the wing" somewhere, or under circumstances embarrassing to both teacher and committee. In this way there is a liability to complaint on the part of somebody. If a rejection is made, friends of the candidate are more likely to complain than if the same were made by a full board. If an approval is given when the candidate's qualifications are not well known, that portion of the committee making it may be subjected to the charge of collusion. All this may be obviated by each and every one who is contracted with, appearing before the committee at the time requested.

School Committee.—JAMES O. PARKER, CHARLES BROWN, F. W. POPE, WILLIAM B. BOYNTON, A. J. CLOUGH.

SOUTH READING.

To train up our young men to be "thoroughly furnished unto every good work," and our daughters, that they may be "polished after the similitude of a palace," requires a knowledge of the nature and workings of the curious mind, which comparatively few persons possess. Moral character, mental ability, education, health, temper, ease of communication, love of children and of teaching, and a desire to be useful,—all are necessary to a competent educator. Unhesitating communication is an indispensable requisite. Persons of drawling, stammering speech, should never enter the teacher's profession; for, as "like begets like," so will a hesitating teacher lead his pupils into his own bad habit. The power of illustration is highly important to a successful teacher. Some teachers have the happy faculty of making the driest subject interesting, by frequent inventions, suggestions, allusions and illustrations. It was said that "Wordsworth would make more of

'A violet by a mossy stone,
Half hidden from the eye,'

than others would make of a cedar of Lebanon, or a royal oak."

Circumstances frequently occur, trivial in themselves, which the competent teacher will readily perceive and turn to good account for the advantage of his pupils; while others remind one of the Russian proverb—"He goes through the forest and sees no firewood."

Home Influence.—No one should endeavor to place upon another the burdens that himself ought to bear; but every one should rejoice to perform the duty that specially belongs to him. Parents should consider that their whole duty is not done when their children are sent to school. They should inquire, daily, of their children, concerning their progress in study, and aid and stimulate them, if necessary. They should visit the school occasionally; often, if convenient, and consult with the teacher about their

children, that they may the better judge concerning their home duties toward them, and that teacher and parent may work together for their children's good. The school is nearest the family of all our institutions, and the best good of each requires that teachers and parents should always be friends.

Discipline.—That discipline is best which secures good order, studious habits, and respectful conduct, with the least parade and fewest rules. Some general regulations will be found important, and a system which shall be fixed and reasonable. Families and schools and individuals, without a system of action, are like a “ship without a rudder, driven by the winds and tossed.” System is indispensable to good order, and a valuable aid to progress in science, as well as in business.

Punctuality, also, is the life of schools as well as of trade, and the promoter of good government. Punctuality should be required of pupils, both in attendance and recitations, that school may commence promptly, at the specified time, and that the classes may not be interrupted or delayed, by tardy or negligent scholars. A committee of ten persons had agreed to meet on important business requiring the presence of all, at a specified hour. Nine of the number were present at the appointed time, but the tenth was fifteen minutes late. “Thee can do as thee pleases,” said the Quaker chairman, “with thy own time, but thee has no right to waste the time of others.” So in school, there is a loss to all the members from the tardiness, or unreadiness, of a single member; and every delinquency, whether of teacher or pupil, affects unfavorably the discipline of the school. Order which is secured only by threats and floggings, is not good order. Doubtless, corporal punishment may, in extreme cases, be inflicted; but if often used, it tends to harden, rather than melt and purify the heart. A blacksmith was trying to harden a piece of iron, but did not well succeed. “Horsewhip it, sir,” exclaimed his youthful apprentice, who had received from the smith many a severe whipping; “if that won’t harden it, nothing will!” We have heard worse philosophy than this.

Ventilation.—The committee have often been surprised and pained at the want of care manifested by the greater number of our teachers, in neglecting to ventilate their school-rooms, and keep them at a proper temperature. It is seldom that the committee have visited most of the schools, in winter, without feeling constrained immediately to open a door or lower a window, to admit into the room air not positively injurious to breathe. The rooms have been filled with an over-heated, noxious atmosphere, detrimental to the physical and intellectual health of teachers and pupils. It has been common to find the mercury in the thermometer at eighty degrees, and sometimes even higher; whereas seventy degrees is the maximum that should be permitted in the school-room.

It were better that pupils should sit in their hats and bonnets, overcoats and shawls, in the fresh air of a cold place, than be compelled to breathe the impure and poisonous gas discharged from fifty pair of lungs in an over-heated room.

Reading and Spelling.—It need not be urged, we hope, in this report, that reading is one of the most important branches of education taught in our Public Schools. We do not think, however, it has received the attention which it merits. We believe there are not so many good readers in our schools, at the present time, as in many previous years. The cause may be found, perhaps, in the fact, that some teachers do not like to teach the art, deeming themselves better qualified to impart instruction in other branches than in this. But every study should receive attention proportionate to its value, without regard to the teacher's "likes or dislikes."

Reading should be moderate, distinct, earnest, with proper pitch, modulation, pronunciation, inflection and emphasis, so as to be heard, and understood and felt. The teacher should read often, for illustration; and all the various points necessary to correct reading should be clearly explained to the pupil. He must fully comprehend the sentiment of the lesson, or he will not be able to give the sense to others. A good reader must have intelligence and taste, as well as voice.

Spelling should immediately follow reading, and from the same lesson, that the pupil may become familiar with words in common use, which are far more likely to be found in the reading lesson than in the columns of select words, as arranged in the Speller. Both should be learned; and in committing to memory the words from the Reader, the meaning of them should also be learned, as an aid to the correct reading of the lesson which contains them. Words should be spelled orally, and in writing them; for it is common for pupils to spell the same words differently by the two methods.

If children, and even men in high stations, could know how much ridicule has been excited by clumsy spelling, they would be mortified at the exhibition of ignorance, which is not unfrequent, even in this enlightened community. The young lady, who wrote a letter to her "*Deer farther and muther,*" and the chairman of a board of selectmen who inquired by letter, "How many *sinners* are necessary to a petition for a highway?" are not the only sinners in abusing the orthography of Webster and Worcester.

Penmanship.—Legible writing is not only an absolute necessity, but a desirable accomplishment. In teaching pupils to write, special care should be taken that the pen be held correctly, that good ink be provided, and that the writing exercise be performed at the proper time. Writing should be attended to just before recess, or just before the close of school, and not, as is often the case, immediately after school opens, or soon after recess, when the pupils' hands and nerves are tremulous with the excitement caused

by out-door fun and sports. The blackboard should be used by the teacher to illustrate the principles of penmanship; for there is a system by which each letter should be formed, however grievously violated by certain crows-track writers, who seem to glory in the shame of an awkward style. Pupils should be permitted to write but a few lines at a lesson,—six are better than twelve,—and what is written should be done carefully and neatly in every part; the t's properly crossed, and the i's neatly dotted.

Arithmetic.—One branch of written arithmetic has been much neglected. There are few scholars, we think, even in high classes, that can add a long column of figures, with three or four places, quickly and accurately. A merchant of Boston remarked to the writer, that he had employed many clerks, from the best schools in the State; and that he had found them, almost without exception, deficient in the ability to add figures quickly and correctly. Like the boy who could not spell easy words, because he had got past them, they are unable to perform the simple rules, which they ought never to have neglected. The fundamental rules are more important, and come oftener into use, than all others; and no teacher should allow them to be forgotten for want of practice.

Singing.—As an aid to discipline, we recommend singing as a frequent exercise in the school-room. When pupils become restless, or weary from fixed position, or oppressive atmosphere, or continued exercise of the mind on one subject, or disheartened for lack of success, or unhappy for any cause, a lively song will avail much to restore an equilibrium of feeling and a return to cheerfulness and study.

As an aid to the cultivation of the voice, singing is highly important; and the ancients practiced it as an auxiliary to good speaking. It is a rational amusement, moral and beneficial in its tendency and results; and when delightful music is set to suitable words, it is a valuable instrumentality in teaching important sentiments and truths. "Pythagoras held that it contributed greatly to health, as well as to purifying the heart and manners; and he called it a medicine and a purification; and he had melodies devised as remedies against the passions—as anger, despondency, complaint, inordinate desire—which afforded the greatest relief to those maladies."

School Committee.—P. H. SWEETSER, LILLEY EATON, EDWARD MANSFIELD, A. A. FOSTER, E. A. UPTON, JOHN WINSHIP.

SOMERVILLE.

The Primary Schools.—The committee must confess that cases sometime come under their notice, in which they could wish that the effort to preserve good order were not so *apparent*—that the teacher had the tact to govern *more*, and not *seem* to govern *so much*. The remark may be indulged in

this connection, though applicable to schools of every grade, that the most efficient disciplinarians are *themselves* disciplined, that their manner is calm and their tone subdued, that a look, or a movement of the finger, is sometimes more effective than a word. The committee have sometimes seen "confusion made worse confounded," by the teacher's attempt to restore order; have sometimes been in doubt which made the greater noise, the pupils or the teacher.

The High School.—A few years ago, the High School had its basis in the inflexible requirements of the statute; the committee believe that now it has a much more satisfactory basis in the esteem and appreciation of the community. Questions may at any time be put to pupils in other schools, to ascertain who among them are aiming for "the place where they teach Greek, Latin, and algebra," and it will be seen that even the youngest children in the Primary grade have started for the High School, and will feel its influence as an incitement and a hope through their whole course of instruction! Even if we throw out of the account those most valuable results, the knowledge and training imparted in the High School itself, the good the school does in its influence upon all the other schools, would amply compensate for its cost. Many a pupil who will never enter within its walls as a student, will nevertheless be benefited by it, and feel the benefit all his days. The scholarly demeanor and methodical habits of the teachers, in the High School, as proved by the thorough classification, thorough recitations, and excellent discipline, need no commendation. A year ago, the school stood well; it has lost nothing since.

School Committee.—GEORGE O. BARSTOW, JOHN G. HALL, JOSEPH E. HOWARD, AARON SARGENT, CHARLES S. LINCOLN, JOHN P. MARSHALL, GEORGE D. CLARK, CYRUS F. CROSBY, GEORGE H. EMERSON.

TEWKSBURY.

The temperature and ventilation of the school-room should receive the especial and constant attention of the teacher. When we enter a school-room and find the air so thick with impurities that we cannot breathe till the windows are opened, we feel a sort of contempt for the teacher, and a corresponding pity for the pupils, who are forced to pursue knowledge under such extraordinary difficulties. The school-room, if tight or warm, should be thoroughly ventilated at every recess, by opening doors or windows, or both, if no other means of ventilation has been provided. To keep little children of the tender age of from four to eight years, confined for nearly six hours a day in an impure atmosphere, which has been breathed and re-breathed a hundred times, sitting bolt upright on a hard bench, excepting a few minutes spent twice a day in reading, is, to say the least, barbarous. It is doing violence to nature and to humanity, if not to religion. If such little ones are kept at school all day, they should have at least two recesses

every half day, of some twenty or twenty-five minutes each. Our school-houses do not all require the same amount of care in regard to ventilation, some of them having been ventilated by their builders, and others by their destroyers.

School Committee.—WILLIAM GREY, LEONARD HUNTRESS, ALVIN MARSHALL.

WALTHAM.

The committee have heretofore used some efforts to institute a more uniform system of classification and of study in our District Schools. We are sure that a larger amount of acquisition to the pupils, of ease and satisfaction to the teacher, and of convenience to the committee, would be the result of an improvement in this respect. As it has been, we have had in some of our schools three, and in some five or six classes in one or more of the different branches, requiring, in reading particularly, an equal variety of books. And yet, the children in all of these schools are, with but slight exceptions, equal in age, in previous opportunities, and in present acquisition. We have frequently found a difficulty in persuading teachers that this multiplicity of classes might be avoided. The teachers, however, have lately, very much to their credit, aided by the advice and co-operation of the teachers in the High and Grammar Schools, formed an association for the purpose of carrying out this arrangement, as well as for other educational objects. We trust that before the time comes round for the making up of another report to the town, this system will have been perfected; reducing the number of classes, making that number uniform in the schools not only in one branch,—in reading, for instance,—but in other branches, so far as pursued in the school. The committee hope also to be able to systematize still farther than is proposed in the above suggestion. A set time should be appointed and adhered to for every recitation, and that time might as well be made the same for all schools of a similar grade. The advantages of such an arrangement, we think, must be manifest to all. A schedule being prepared, giving the time appointed for each exercise, and placed in the hands of the committee, they will be able at once to see at what time they must be in the school to hear any particular branch or recitation. The scholar will know, to the minute, when he will be called upon, and he will govern himself accordingly. He will not say to himself, I may recite to-day before recess, perhaps after, perhaps not till afternoon, and it may be not at all. But the main advantage, after all, is with the teacher. Under such a system there need be no hurrying from one exercise to another, and no one class will be favored at the expense of another. The teacher need never be called upon to say that she has not time for this thing or that. No matter how much is to be done, only let the time be

properly divided, and then see to it that each exercise or class has its allotted time, and no more. Let the time of commencing and closing be as certain and as fixed as the starting of the cars, or the rising and setting of the sun.

School Committee.—JOSIAH RUTTER, R. B. THURSTON, CHAUNCEY NEWHALL, LEWIS SMITH, J. C. PARSONS, JAMES G. MOORE.

WEST CAMBRIDGE.

The attendance of the schools has decidedly improved during the past year. The absurd usage of "excuses," or written requests to the teacher to dismiss children in school hours, is on the decrease. The amount of tardiness is fearful, in the aggregate, and has been made the subject of remark at the recent examinations, in every school. This abridgment of school time, either at the beginning or end of the session, is to be condemned, and an appeal is made to parents, who alone have power to check the evil, to see that their children attend school in season, and to permit them to remain during the appointed hours.

The committee in alluding to the several schools, have made use of terms of praise almost exclusively; and indeed, the town has reason to congratulate itself upon the general excellence of its schools. It is not pretended that greater discrimination might not have been made, and most certainly, that faults might not have been indicated. That defects exist, is admitted, and the committee are by no means blind to them. But they are such as need not be made matter of public record, being local and temporary, and best understood and explained in the schools where they exist, and by proper attention, can be remedied. The committee have not overlooked any imperfection which has come to their knowledge, and they have endeavored, in every case, to remove it by timely action. They are happy in the belief that their suggestions have been kindly received, and faithfully followed.

In this connection, it may be stated, that the committee have had scarcely any formal complaints to consider, and it is only in rare instances that individual members have been addressed in regard to the misconduct of pupils. The deportment of the children in and out of school has in the main, given little cause for censure. School control, within its proper extent, has had its effectual exercise, and apparent failure has been found, on investigation, to be most frequently within the province of parental authority. Parents should bear in mind that the power of the teacher is limited by time and space, and that beyond school hours, and the school precincts, their own responsibility is to be resumed; and if there be any debatable ground, between the two jurisdictions, it is for their advantage to occupy it.

The mode of criticising the faults, real or supposed, of a school, or the conduct of school children, deserves a word of comment. It should be remembered that no aggregation of mortals, can be more sensitive to the breath of outside disapproval and adverse opinion, than a Public School. It feels the tarnish of every syllable of blame or distrust. The teacher is robbed of half his powers, who knows that his position is uncertain, and any mistake of his the sure prelude to a chorus of denunciation. The pupil who hears from his parent the expression of dissatisfaction with a teacher, takes his place, in school, unfitted for his own improvement, and in imperfect sympathy with his instructor. Let the common habit of a district be that of open and unfriendly remark, and the school, even in the ablest hands, can no more thrive and perform its office, than can the engine work with ungeared machinery, or the lamp burn clear in the choke-damp.

Now there is propriety of time and place, and especially of manner, for the discussion of the mishaps and mistakes of schools. They certainly should not be the topic of conversation in the presence of school children, nor the food of store-gossip, nor the common and idle talk which is caught from mouth to mouth. The consequences are too serious and fatal, to admit of other treatment of school difficulties than that of consultation among the most prudent, and free communication with those in authority over the schools. No occurrences are more likely to be misunderstood than those connected with school management, and there are none in which the careless or slanderous word works more irreparable mischief.

School Committee.—WILLIAM E. PARMENTER, DANIEL R. CADY, JOHN D. FREEMAN, SAMUEL B. SWAIM, JOSIAH CROSBY, STEPHEN SYMMES, JR.

WESTFORD.

Attendance.—There is one respect especially, in which there is the most pressing need of reform among us, that of attendance. We have repeatedly called the attention of parents to this subject, and we have labored a good deal to effect a change for the better in this particular, but not with the success that we ardently hoped for. One year, that of 1859-60, there was very considerable improvement in attendance, and we felt much encouraged, but the next year, the schools fell back to their old disgraceful position. The registers of this year look brighter, but are far from being so clean as they ought to be.

We rank lowest of any town in the county, in regard to "the mean average of attendance of our children upon the public schools," and are within four of being the lowest in rank, in this respect, of any town in the State. This record is not at all to our credit as a town. Let parents ponder it well, and while it brings a blush of shame and self-condemnation to their cheeks, let them resolve to be more faithful in future in doing what

they can (and they can do much) to produce a better state of things. We fear that some of the parents are but poorly alive to the importance of giving their children all the educational advantages in their power to secure to them. We fear that children are sometimes kept from school, when no real necessity justifies it. Every child has a sacred right to the best opportunities of education that the parent can possibly procure for it, and the parent who withholds these opportunities from his or her children, out of any narrow and selfish motives of economy, is guilty of a crime against their intellectual and moral nature, which deserves the severest reprobation. Such economy, too, is as short-sighted as it is reprehensible. "What would be thought," it has been pertinently asked, "of the economy of the husbandman, who, in seed time, should withhold the seed from the prepared and productive ground, from motives of gain, and pocket the money he might receive for the wheat he should have sown, leaving his soil fallow, or to be exhausted by weeds and tares? Could the farmer expect to prosper by appropriating to his immediate use the good grain, and planting the blasted and worthless, mixed it may be, with the seeds of vicious and exhaustive weeds? But to keep our children from the opportunities of education, merely for the profit to be derived from their labor, is still more unwise and suicidal."

The number of those parents is probably small—we certainly trust it is in this town—who keep their children entirely, or for any large portion of the time out of our schools, from selfish and mercenary considerations. But it cannot be doubted that many parents from want of the right interest in education, or other cause, are very lax in enforcing the regular and punctual attendance of their children at school. The mischief of this irregularity is very great. It can hardly be overstated. Besides the loss and injury it involves to the individual delinquents, affecting the character as well as the mind, and reaching into their future career, the whole school suffers on account of it. It disarranges the classes, it encroaches upon the time, and hinders greatly the progress of the scholars who are constant, and it is a sore vexation and great source of discouragement to the teacher, besides increasing unjustly his labor. It ought to be remembered, too, that this irregularity, while it diminishes the benefit of our schools to the community, does not diminish the expense of their support.

Dismissal before the close of School.—This practice is carried among us to a very objectionable length, as a statement in the account of the winter school in the centre district will strikingly illustrate. It is well enough that the younger scholars should be allowed to go home after they have recited their lessons, but it is not often that such permission should be asked by the older ones. Parents who are so ready to yield to the importunity of their children in this regard, can hardly realize what an interruption the practice is to the quiet and good order of the school, and of how much time which

might be profitably spent in school, it robs their children. A good teacher ought to be able to find something for his pupils to do during the whole of the school hours. When they get through with their recitations, let the rest of the time be devoted to study for the next day. They don't get through with them, however, in most cases, until the close of the school, for the spelling lesson, which is second in importance to none other, usually comes last.

Reading and Spelling.—It is a general complaint in the reports of the school committees throughout the Commonwealth, that these two branches have been altogether too much neglected. It certainly has been the case in our schools. Your committee regard them as of the very first importance, and have insisted much upon their receiving more attention than has usually been paid to them. We are happy to say that we think there has been considerable improvement in these branches during the last two years, and especially during the last year, though the number of what can properly be called good readers and good spellers in our schools, is still lamentably small.

School Committee.—LEONARD LUCE, GEORGE M. RICE, GEORGE T. DAY.

WINCHESTER.

It has been suggested that the High School should be given up entirely, or suspended for a time. On what ground? we inquire. Because the town cannot afford to sustain it? We answer, the town cannot afford to do without it. A curious notion seems to be entertained by some of the citizens, in effect, that if the High School was given up, a saving of some twelve or fifteen hundred dollars a year would be made to the town. We have ourselves heard the latter sum mentioned. Let us inquire into this matter. Suppose for a moment that the High School be suspended or given up. There are now connected with this school fifty-two pupils. One-half as many more will be ready for admission at the close of the next term. These must be removed from the schools where they now are, to make room for those who are all the time crowding up from below. But four scholars now connected with the High School will leave at the expiration of the present school year. We have then some seventy-five as the propable number of pupils in the High School for the coming year, supposing the old plan and course of study were to be continued. Now, what is to become of these seventy-five children, if the High School is abandoned? Turn them into the street and let them roam at large? Their parents will not consent to this. Shall they then be sent out of town to be educated at boarding schools and academies? This would be to double and quadruple the expense. Besides, parents are not willing that

their children should be sent away from home at so tender an age. They will send them to school therefore, and will send them to school in town;—*and the committee are compelled by law to provide accommodations for them.* What then, we inquire, is to be done with them here? They cannot be received back into any of the existing schools. There is no room for them there. All the schools in town, with the exception of the Washington, the Hill, and the Wyman, are full to overflowing; and those are too far removed from the centre to afford any relief. There must be therefore a new school formed, to take the place of the High School, and this school must have both a master and an assistant. What have we gained, then, by the change? We have broken up the existing order of things, and in place of two tried, faithful and accomplished teachers, we have secured or propose to secure two untried, who may prove neither accomplished nor faithful. Then come changes upon changes; an experience we have once before undergone, and which we did not suppose any citizen of the town would care to repeat. But might not money be saved by the operation? Perhaps so. And how much? Possibly two hundred dollars a year; certainly, not more. The difference would be only in the salaries of the teachers employed. Now we venture to say that an experienced teacher, competent to take charge of and instruct the seventy-five children, whom it is proposed by some to educate in the streets,—a teacher with sufficient weight of character and scientific acquirement to be placed at the head of such a school, call it High School or Grammar School, as you will,—cannot be obtained short of \$600 a year. Nor can a female assistant, worthy to be associated in the government and instruction of a school of this character, be had for less than one-half that sum. We have thus, perhaps, saved our two hundred dollars, and lost two of the best teachers anywhere to be found—teachers in whose capacity and faithfulness our citizens have implicit confidence, and whose success hitherto has been an honor to the town. We have thus reasoned out this whole matter, not because we suppose there is any serious thought of doing away with the High School, on the part of any considerable number of our citizens, but to put to silence a few captious, short sighted individuals, who know little or nothing of the facts in the case, and are only anxious to “put money in their purse.”

School Committee.—R. T. ROBINSON, STEPHEN A. HOLT, EDWIN A. WADLEIGH, JAMES RUSSELL, SALEM WILDER.

WOBURN.

Method of Instruction and Government.—We have so fully discussed this topic in our previous reports, that we may well be excused from going into the subject very fully, but there are one or two views which we wish to present you again.

Let it be laid down as an axiom, that to hear recitations is but a very small part of a teacher's duty, the smallest part of it. Yet we fear that parents and teachers are satisfied if the scholars recite well. Your committee are not. To recite well only requires a strong memory. It is, to a great extent, a mechanical process. A child may have recited lessons perfectly and not have been educated at all, not have been instructed any. If the school could be kept in order, a child could just as well hear a recitation as a teacher. It is but a small part of a teacher's duty to hear a scholar repeat a rule in arithmetic, or a definition in geography, or a page in history or philosophy. The text-book is for the child not for the teacher. It gives the scholar something to do, and the only valuable part of the recitation is to see that the child has done his part, learned what he can from the book. It is the teacher's duty to make "*these dry bones*" of rules, definitions, occurrences, *live*. He or she must so speak of towns named, rivers described, countries bounded, that the dead lines on the map will change to streams, peoples, forests and fields. Teachers often feel that they are to get a splendid recitation from their scholars, not to give them inspiring ideas. Your committee have been present when not a solitary idea was given to the class by the teacher, no attempt was made to illustrate the countries mentioned in the lesson, no anecdotes of the inhabitants were told. The poor children were led across Saharas, not through Edens. One-half of the time of every recitation will be occupied by a true teacher in giving the children information upon the subject contained in the lessons. We have heard much said of late of teaching becoming a profession. It is a noble aspiration of teachers to make it such. But it can be raised to that summit only when teachers become professors, that is when they *teach*, not simply *hear*, pupils. Men in professions have books on their profession around them, and are adding yearly to their libraries the best works in their profession. Are teachers doing this? Would it not be well for every teacher to ask, How many works have I purchased or read on the subject of education the last year? The answer to this question will indicate the strength of the claim made by any teacher to a professional position. If we were asked to-day, what the great defect is in the educational methods in the State, we should answer, a lack of teaching. So-called teachers only hear recitations; as far as any positive instruction given by them, outside of the text-book, is concerned, they might as well, twenty-five per cent. of them, be out of the school-room. Hence the ambition for fine examinations, not fine scholars—for a good scholar may pass only an ordinary examination. Real scholarship and splendid recitations are different things. The memory alone will insure good recitations, the reasoning faculty and observation produce sound scholars. A scholar of vigorous memory will *commit* a demonstration in geometry, and repeat it with wonderful fluency, and yet have no idea whatever of the *reason* of the process. So a child will

commit, from the frequent repetition of a teacher, the explanation of a sum in Colburn, and repeat it to the amazement of the uninitiated, while the reasoning faculty has no share whatever in the process. This is not education. This is not instruction. The learned pig does many like things in a like way. There is also too much solicitude to insist upon the *same form* of words in every demonstration or explanation. More freedom of expression is desirable to give scope to the child's faculties. The process of perpetual repetition makes the scholar mechanical, and though it gives fluency of utterance in the set form of words, it is the fluency of water through a lead pipe, not of living thoughts through ready lips. We do not thus speak because our teachers are, in our opinion, more culpable in this respect than teachers in other towns; we believe rather the contrary; but we speak thus because we think it is the besetting sin of all teachers, the crying defect of all schools.

We believe that no small cause of this evil is the system of marking, which is based on question and answer, not on general attainment. There can be but little marking, in the usual method, where culture not recitation is the principal work and ambition of the teacher. Indeed, we have been very much puzzled to understand how the accuracy professed is attained, even to a difference of one one-hundredth between scholars, an accuracy which would almost satisfy an astronomer. We seriously question whether such minute distinctions should be attempted. If rank is marked at all, let it be in units up to ten, and let the decimals be omitted. We confess to a dislike which amounts to repugnance to having scholars chiefly induced by standing and not by knowledge to pursue their studies. We are thus sowing the dragon's teeth of emulation and ambition, and not planting the tree of life.

The government of a school should be equable, firm, mild. Passion in a teacher is fire in a magazine. Teachers must bridle their tongues. All coarse, flat, rough expressions must be wholly avoided. Indulgence in them to any extent is reprehensible, inadmissible. All raillery of any scholar's physical defects, or mental peculiarities is uncivilized, brutal, and is not to be suffered in a school-room for a moment. All low and gross comparisons are to be avoided. A school is a place of education, culture, refinement, not of barbarism. We consider any deficiency in refinement of speech and deportment in a teacher a much greater deficiency than to be unable to spell conscience, or state a sum in proportion. Correct and refined pronunciation and speech are more important in a teacher than a knowledge of grammar, in an educational point of view. It is useless to teach the scholars rules of orthoepy which are perpetually violated by the instructor. This is bad enough in ordinary conversation, but where punishment must be inflicted or rebuke administered, it is a shame as well as sin to render justice barbaric. Corporal punishment must be sometimes

inflicted, but it must be resorted to only in extreme cases, and with great deliberation, a sufficient time being permitted to elapse after the offence to cool the passions and give opportunity for thought. It should never be inflicted, if possible to avoid it, in the presence or hearing of other scholars. It should never be inflicted in haste and in anger. The teacher who can govern a school well without any resort to physical suffering has attained the summit of excellence. Every teacher should strive to attain it. But if scholars will not obey they must suffer the penalty of their transgressions, and the way of transgression in the school-room or elsewhere is hard.

Relations of the Committee, Teachers and Parents.—It would seem unnecessary for any thing to be said on the relations of the committee and teachers and parents. The school laws have been in existence so long, and their practical working is so well understood, that it would not be generally supposed that there could be any misapprehension. Teachers sometimes suppose that after they have received their "certificate" to teach a school, that the committee have no right to interfere, as they call it, with their methods of teaching or measures of government. This is a sad mistake, and as mischievous as it is sad. Suppose a teacher should think it best to take the scholars in arithmetic through "Exchange," and the committee thought best that it should be omitted; the direction of the committee is paramount and final, and if the teacher has conscientious scruples on the subject, there are but two things before her, either to enlighten her conscience so that she can conform to the rule, or resign the post. It is as wicked as it is mean to still covertly persist in her own preference. If a teacher thinks that experiments in chemistry and natural philosophy are not good mental discipline, and therefore that the text-book had better be committed to memory without illustration of the principles, and the committee think otherwise, there are but two things for such a teacher to do,—conform or resign; any covert attempt to keep the place and disregard the wish of the committee, is like getting goods under false pretences. Nor can a teacher with impunity hold up to his school for ridicule or defiance, the action of the committee in any matter whatever. If the committee are unwise in the opinion of the teacher, a private interview, and not an address to the school, is the proper method of proceeding; and if the committee still think their action proper and necessary, there are but two things left for the teacher's choice,—conformity or resignation. The final authority is in the committee. They may be incompetent; they may act injudiciously; but the town, not the teacher is their judge. Much less is it permissible for a teacher to criticise and condemn the course of the committee before the school. One instance of introducing a text-book not on the register, came to the notice of the committee. Had it been discovered in season, it would have worked the forfeiture of the teacher's wages to the amount of the cost.

The teachers, under the general direction of the committee, hold the same relation to the parents, while the children are in the school, that the committee do to the teacher. If the parents are dissatisfied with the methods of the teacher, there are but two things to be done; the one, to convince the teacher, or the committee, that the method is a poor one, the other, to withdraw his child from the school. It is not permissible to enter the school-room and offensively address the teacher on the subject. The school-house and its premises are under the control of the teacher during school, as much as the house and grounds of the parent are under his control. Resort must be had to the law, not to the school-room, for redress. The teacher is the agent of the committee, not of the town; and the town hold the committee, not the teacher, responsible for deficiencies. The town cannot dismiss a teacher from a school, however offensive he may be to them; but the town can cease from electing a committee that will employ the offensive teacher, and in that way attain their end. The committee are, therefore, responsible to the town, not only for their own mistakes and methods, but also for those of the teachers,—a hard service; a difficult position; a heavy responsibility.

School Committee.—RUFUS P. STEBBINS, B. F. BRONSON, J. A. GOULD.

WORCESTER COUNTY.

ASHBURNHAM.

Especial efforts have been made during the past year to increase the usefulness of our schools. A great number of visits have been made, and we have spared no pains to aid and encourage the teachers and pupils in their arduous tasks. As an inducement to scholars to be constant and punctual at school, we promised to publish in our report the names of all those who were not absent or tardy during the year. About one-fifth of all our scholars have not been absent or tardy.

We deem it but justice to say, that many others have made as great an effort to be at school punctually every day, as those whose names appear in this report. About forty have been absent on account of sickness, and not from any other cause. Quite a number have been absent but half a day—several for a day only. And by reference to the miscellaneous table, we perceive that the average attendance and per cent. of attendance

are higher for the past year than for the preceding year. We also see that the number of tardy marks is one hundred and thirty-six less. It is gratifying to report these facts, as they show an increasing interest on the part of parents and scholars in our schools.

During the past winter, meetings have been held in most of the districts in town. A part of the evening was occupied by the schools in declamations, recitations, reading of essays, &c., after which various topics connected with the subject of education were familiarly discussed. These meetings were very fully attended, and generally interesting.

First in order of nature, the infant mind looks to the parent for instruction. Parents, have you ever thought of the possible results of the influence which you are continually exerting over your children? Have you ever thought, that upon the careful training of the twig, depends the beauty and symmetry of the future tree?—that if the tree becomes crooked and gnarled, it then cannot be straightened?

Next to the parent may be classed the teacher. A successful teacher must be progressive in his work. We have reason to believe, that when the earth first took its place among sister worlds, it was not fully developed, fully created; that it did not, in its infancy, present a panorama of mountains, hills, valleys and plains, clothed with various vegetation;—that it underwent many changes, and that every change was a stepping-stone to the most noble work of the Creator, man. Thus in material nature, we recognize progression as a pervading law. “First the blade, then the ear, then the full corn in the ear.” The importance of this law is acknowledged in every condition of life. If we speak of the farmer, mechanic or merchant, as prosperous, it is only another way of speaking of them as progressive men;—men who, by study and observation, have become acquainted with Nature’s laws, and use them to the subservience of their interests. As with the material, so with the mental world. This principle rests in the very soul of man, and speaks through every attribute of his nature. And the man who does not make daily progress, who does not possess more of the essential properties of a true manliness to-day, than he did yesterday, is not answering the end of his being.

The teacher who does not act in accordance with these teachings, is not worthy of the name. If you can teach no better to-day than you taught last year, if your present work is not an improvement over the past, it implicates you of sloth and inaction; and the mind cannot bear the inertia of either. If to-day you pitch your tent upon the plain, to-morrow it must be one days’ journey nearer the plateau beyond. Like produces like. As is the parent, so is the child. As is the teacher, so is the school. The teacher must be inspired with a love of learning, and a love for his work. Whoever is, may feel assured that his labors will be crowned with success. Whoever is not, may expect to see the word *failure* written, as a record of

his labors. Excelsior must be the motto of the teacher. He must be the standard-bearer, and say to those who are looking to him for guidance,—“Come, I will lead you in the way.” If you enter your school thus inspired, thus energized, your pupils will soon catch the inspiration; habits of study and thought will be initiated, and an abundant harvest of good will be the result.

Yours is a most glorious work; and unless you are willing to devote to it all the powers of your mind and soul, unless you feel something of the responsibility that rests upon you, we entreat you to look elsewhere for usefulness. We have spoken of the painter. You admire his work, and almost reverence the display of his genius. But *your* work is upon an impressible canvass, and the colors you place there will be as enduring as eternity. Perhaps this may meet the eye of some who have toiled faithfully in our schools, and who, we trust, will continue to bless us with their labors. Do you not sometimes go to your schools in the morning, and return at night, weary, perplexed and discouraged; and have you not said in your vexation, that yours was a thankless and an unprofitable task? Remember that the most desirable results are not soonest attained; that the most valuable fruits are not soonest matured; that your work is upon “harps of a thousand strings,” and that you are tuning them to perform well their part in the great psalm of life, and finally to join in the symphonies above. Do not despond, though your position may be considered a humble one; though your labors are not appreciated. Remember it was so with those who lived and taught before you; even so with the great Teacher of men.

It is a source of gratification to us that our schools have reached even their present standard of excellence; that the efforts put forth by parents and teachers have been attended with so good results; that in punctuality and constancy of attendance they stand higher than ever before. But notwithstanding all this, evils exist in our schools, and it becomes us all, who are benefited by them, directly or indirectly, to unite our efforts in removing them.

We regret that many leave our schools so young; that they are not seeking a higher level of attainment, and laying out broader fields for thought and investigation. A proper discharge of the common duties of life will call into requisition all the mental discipline that our scholars are capable of imparting. And no pupil, under ordinary circumstances, should leave his school until he has mastered all the branches taught therein. In so doing, there is experienced a duplicate loss. One detracting from the character and interest of his school, the other depriving the pupil of those safeguards, which a farther advance would have thrown around him.

School Committee.—F. A. WHITNEY, ALFRED MILLER, WILLIAM P. ELLIS, OHIO WHITNEY, Jr., E. S. FLINT.

AUBURN.

Most of the teachers had a practical knowledge of their work and previously had had the care of either the same or other schools in town. The several prudential committees showed wisdom in the selection of good teachers. This not only secures incalculable benefit to the schools themselves, but saves the superintending committee a great amount of trouble and perplexity. The influence of a thoroughly competent teacher upon a school for good, is not to be measured by the few dollars paid as a compensation for services rendered.

Every parent feels, or should feel, that the good his child receives in the school-room, will last longer and bless him more than all the gold and silver he can bestow upon him. That influence will make your children wiser, more obedient to parents and to law, and better qualify them to fill well the places of trust that you will soon leave; or it may produce an opposite result and send them forth a very different class of beings, whom you may be unwilling to own as children. A good influence will make the one; the want of it, or a wrong influence, will produce the other.

You all profess to feel the importance of having a competent superintending committee to have the general oversight of your schools, who may once in a month perhaps, see your children and speak to them words of cheer; but how much more important to have the very best teachers, to exert a daily and hourly influence upon the tender minds of those as dear to you as life itself.

The prudential committees should know from personal observation that their teachers are doing *all* they can, and as well as they can for their pupils; yet the register of visits to our schools the past year exhibits the names of only three as visiting their schools either summer or winter. The simple idea of ascertaining the character and fidelity of your teacher is but a dust in the balance in comparison to the benefit upon the school itself. Both teacher and pupils look up to the prudential committee with great respect, and his words of counsel or of cheer are highly prized. We speak from years of experience on this point.

Duties of Parents.—When we look over our registers and find that some schools have not been visited by a single parent during an entire session, we feel that the education of their children is not the most important subject with them.

The fond mother adorns her child with all the beauties of nature and of art, when she takes it to the saloon to have its little picture added to the family collection. Every fold of the dress and every curl of the hair must be so arranged as best to set off the peculiar charms of the child, because the picture is to abide in the family; many are to gaze upon it and pronounce upon its beauty. This is to represent the perfections of the *child*

in coming years; hence it must be without blemish. The mother does not intrust her little one wholly to strangers in such an hour. She accompanies her child herself and sees that the wardrobe is in perfect condition and that the artist fails not to bring out all its beauties.

We do not complain of all this care and anxiety, but do desire that something of the same interest shall be felt in adorning and perfecting the *mind* of the child, and at least, an equal solicitude to have the efforts of the teacher crowned with success in developing its mental and moral powers.

The child will often lead its parents to its scenes of joyous mirth, and feels its pleasures more than doubled by their approving smile; with equal delight will he welcome a loved father or mother to the school-room, and with manly pride will exhibit its attainments however small; and will be greatly encouraged to go on and add to its little stock of knowledge, which will increase most rapidly, when enjoying the approbation of those best loved. A mother can do much more for her own and her neighbors' children by spending a leisure hour in the school, than whole days in gossip at a neighbor's. Mothers will you try it?

School Committee.—CHARLES KENDALL, ALBERT L. SMITH.

BERLIN.

If Providence had the sole design to demonstrate to other nations the superlative blessings of free schools to a State, it seems as if no way could have been more striking, more commanding the attention of all the world, than that which is set before the nations to-day in the armies of these free States, whose basis is the Christian religion, and Common Schools free to all. Truly, citizens, it is a matter of congratulation, and of "admiration," that with "sturdy and triumphant will," the people of this Commonwealth "stand by their schools and colleges, and all the instrumentalities of learning," notwithstanding the extraordinary demand upon them for the preservation of their national life. The fact reveals a progress, and attainments in civilization, such as have never before been revealed among any people. A million free citizens, nearly, have offered themselves voluntarily to this sacred cause. One in twenty of the people. Napoleon said, that no nation could offer and sustain more than one in forty. Napoleon had not seen a nation built up on the foundation of free schools. Such is a new order of things among States. And we see its fruits in carrying us beyond all other nations in the vital powers which give life to a State.

Your committee have no doubt but the spirited little town of Berlin, which has already given to the war her full share of the national force, will, as the Commonwealth does, maintain, with "sturdy will," her Common Schools and all her usual instrumentalities of education. Now is the time

for citizens to glory in sacrifices for their country's sake. A lady among us, subject to taxation, expressed her gratification that she could, in this way at least, have some sensible part in this great burden which is laid upon us. Wives who withhold not their husbands, and mothers who offer their sons, bear what none of us can fully appreciate who only pay taxes. Let us not, therefore, as men, and citizens of a town in good repute for public spirit in Common School education, let us not falter in the full maintenance of our schools. If the burden bears heavier than usual, let us call it all, as it really is, a sacrifice for our country. Let us not wrong the next generation of what they would never regain, for the sake of keeping ourselves whole, when our country, and humanity, and God, call for a sacrifice at our own hands. It were a wrong in these days, for any town to think of escaping sacrifice, and privation, and uncommon exertions, in the maintenance of their own domestic institutions. This is not a day for ease and exemption from burden in any of the interests on which society depends.

Our own citizens, we think, have shown additional interest in the schools. The prudential committees of the several districts have been anxious and diligent in providing teachers. The schools have been visited frequently by parents and others. Examinations have been well attended.

Of particular subjects involving deep interest, we would specify once more the office and duties of teacher. They are the officers of our great army of little children—more than the soldiers in any one division of our national army. There are more than two hundred thousand little children in the State. Of the five thousand teachers in the State more than three thousand are females; in summer, more than four thousand five hundred. We will not discuss the relative merits of male and female teachers. Local and particular circumstances must always decide which of the two classes should be employed. The same general qualities are ever demanded in the teacher. These qualities are often discussed and well understood. The point of present remark is, how to obtain the teachers that have them, or how to secure these qualities in the teachers we have. This is a subject we must ever look boldly in the face if we would not spend our money for that which is not bread, and our labor for naught. The question must be put and must be answered, what the teacher is, as such. He or she may be eminently worthy, and praiseworthy, in all general character, and yet in no sense worthy as a teacher. It is true, in every sense, "we had better throw our money away" than to carry on a school under a person really unfit for the trust. A young man goes out into the world to fit himself for a merchant. If he proves incompetent he is set aside. The "business man" does not want him. If he tries mechanic art and does not make a good machine, or a good shoe, or other article, he is dismissed. "Business men" demand competency, aptness, ability. Nor is there any reason in

the world why the same common sense should not be applied to professional life. True, there is more reputation at stake in one case than in the other. So, too, the interests which suffer by the incompetency of a professional employé are greater than any mere industrial interests. If a teacher suffers by rejection, or by dismissal after being employed, so does a whole district suffer by the acceptance or continuance in office of an incompetent teacher.

It is not uncommon that an applicant will pass a respectable examination in the required studies, but fail in the government of a school. Where teachers have been in the service, this is the very first question for district agents in employing them: were they competent to lead, direct, control? If one has been once in the service, the fact itself shows that the person has passed the required examination. But it is no guarantee for skilful lead and controlling influence as a teacher. Where one has already taught, let district agents be sure on this point, and the most difficult question is settled.

We have spoken of skill to govern. Mere authority is not government. A tyrant may govern. But a tyrant in school is not a good teacher. A teacher must control, but by a teacher's art, not that of a mere disciplinarian. A good teacher embodies more qualities in harmony of action, than the master of any other calling. A man may succeed in some callings with glaring defects; but not in the profession of teaching. One here must combine positive excellencies without glaring defects.

First of all, no one should take up teaching as a secondary business; save, perhaps, such as are in the course of education for teaching or other literary profession. Secondly, there should be a spontaneous devotion to the work, from love of it, as in other professions. No others will make good teachers.

As we have reason to suppose that numbers of our own scholars have such a desire, we would encourage the same by commending them to the best means available to fit themselves for the work. And probably no one source of preparation is equal to that of Normal Schools. These are to teachers what military schools are to officers in our army. Military schools are great helps, but cannot make an officer. No more can any instruction in the art of teaching, make a teacher, if the natural elements are wanting. But one in whom these elements are by nature, will be greatly benefited by such a course as these schools offer. And there are but few who are justified in adopting the teacher's calling without seeking the advantages of the Normal School, or some equivalent. True indeed, as some of our best generals were mere civilians, so some of our best teachers never had any special training in that line. But only now and then does one such appear. We must depend upon an education having this very business in view.

We have a right to demand it for our schools, as we have a right to demand men in other callings who have been educated for their work.

School Committee.—W. A. HOUGHTON, E. C. SHATTUCK, IRA O. CARTER.

BLACKSTONE.

The broken condition of the committee during the year, will explain the brevity of this report, and also why some reforms herein recommended have not been attempted.

There can be no question in the mind of any intelligent man, that our schools should be as good as our laws require, and as much better than that requisition as the intelligence and liberality of the town will permit. Neither can it be any question, but that the imperative duty of the school committee is, to see that the educational requirements of the General Statutes are complied with in the various districts, and that such additional supervision be given to the schools as the spirit of the age requires.

With this view of what is required in regard to schools, and of school committees, the present board offer for the consideration of the town a report of facts, which perhaps may excite more thought than gratification.

In the General Statutes are the following provisions. (We quote them at length, so that persons who have not ready access to the statutes, may know what is required in regard to schools.)

“CHAPTER 38, *Sect. 1.*—In every town there shall be kept, for at least six months in each year, at the expense of said town, by a teacher or teachers of competent ability and good morals, a sufficient number of schools for the instruction of all the children who may legally attend public school therein, in orthography, reading, writing, English grammar, geography, arithmetic, the history of the United States, and good behavior. Algebra, vocal music, drawing, physiology, and hygiene shall be taught by lectures or otherwise, in all the public schools in which the school committee deem expedient.

“*Sect. 2.*—Every town may, and every town containing five hundred families or householders shall, besides the schools prescribed in the preceding section, maintain a school to be kept by a master of competent ability and good morals, who, in addition to the branches of learning before mentioned, shall give instruction in general history, book-keeping, surveying, geometry, natural philosophy, chemistry, botany, the civil polity of this Commonwealth and of the United States, and the Latin language. Such last-mentioned school shall be kept for the benefit of all the inhabitants of the town, ten months at least, exclusive of vacations, in each year, and at such convenient place, or alternately at such places, in the town, as the legal voters at their annual meeting determine. And in every town

containing four thousand inhabitants, the teacher or teachers of the schools required by this section, shall, in addition to the branches of instruction before required, be competent to give instruction in the Greek and French languages, astronomy, geology, rhetoric, logic, intellectual and moral science and political economy.

"*Sect. 9.*—In every public school, having an average of fifty scholars, the school district or town to which such school belongs, shall employ one or more female assistants, unless such district or town, at a meeting called for the purpose, votes to dispense with such assistant.

"*Sect. 10.*—It shall be the duty of all instructors of youth to exert their best endeavors to impress on the minds of children and youth committed to their care and instruction, the principles of piety and justicé, and a sacred regard to truth; love of their country, humanity, and universal benevolence; sobriety, industry and frugality; chastity, moderation and temperance; and those other virtues which are the ornament of human society, and the basis upon which a republican constitution is founded; and it shall be the duty of such instructors to endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above mentioned virtues, to preserve and perfect a republican constitution and secure the blessings of liberty, as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices.

"*Sect. 11.*—It shall be the duty of the resident ministers of the Gospel, the selectmen, and the school committees, to exert their influence, and use their best endeavors that the youth of their town shall regularly attend the schools established for their instruction.

"CHAPTER 42, *Sect. 1.*—Children of the age of twelve years and under the age of fifteen years, who have resided in this State for the term of six months, shall not be employed in a manufacturing establishment unless within twelve months next preceding the term of such employment they have attended some public or private day school, under teachers approved by the school committee of the place in which said school was kept, at least one term of eleven weeks, and unless they shall attend such a school for a like period during each twelve months of such employment. Children under twelve years of age, having resided in this State for a like period, shall not be so employed unless they have attended a like school for the term of eighteen weeks within twelve months next preceding their employment, and a like term during each twelve months of such employment.

"*Sect. 2.*—The owner, agent, or superintendent of a manufacturing establishment, who employs a child in violation of the provisions of the preceding section, shall forfeit a sum not exceeding fifty dollars for each offence, to be recovered by indictment, to the use of the public schools in the city or town where such establishment is situated: and the school

committees in the several cities and towns shall prosecute for all such forfeitures."

In all of the foregoing sections there is not a provision or duty, which is not deliberately violated or disregarded in the administration of our school affairs. An amount of school money is not raised sufficient to keep in Districts Nos. 7, 8, and 10, such schools as are contemplated and required by law.

District No. 7 requires a Grammar, two Intermediate, and one Primary departments. It has nearly three hundred scholars between five and fifteen years of age, and over three hundred when the estimate is not confined to these ages. If there were four rooms and four teachers provided, each school would average at least fifty scholars, which is as many as one teacher can profitably teach. How far beneath this requirement is the condition of the schools in this district! Nearly two hundred scholars are crowded into two rooms never intended for more than about one hundred, and with only two teachers. The remainder of the children stay away simply because there is no room for them. We do not hesitate to say, that the condition of the schools in this district is a disgrace to every voter resident in the district, and to every person officially connected with our school affairs. It is the duty of the school committee to see that this state of things exists no longer. The committee has the power, and the coming year will determine whether it has the conscience and the nerve necessary to effect a reform in this district.

In District No. 8 there are children enough to fill a Grammar, two Intermediate, and one Primary departments, yet the inhabitants of this district, though having good accommodations, (save in their expensive and bad heating apparatus,) are obliged, to enable them to keep three schools the usual length of time, to accept a yearly present from the Blackstone Manufacturing Company, of three hundred dollars.

In District No. 10 there are scholars enough *who attend*, to make four large schools, but there is not money enough to employ four teachers and furnish fuel for another fire, therefore four schools are crowded into three.

If it should be objected that "assistant" teachers could be employed in Districts Nos. 8 and 10, and another grading of the schools thus avoided, and the letter, if not the spirit, of the law obeyed, the fact still remains that there is not money enough for even such a purpose.

The inhabitants of this town are entitled to, and need a High School, as described in one of the foregoing sections. Although the attention of the town has been often called to this matter, no action has been taken, save to vote down an effort to get an appropriation for such purpose. It is now a matter proper for the incoming committee, and for such inhabitants as are interested in the subject of public education, and for such as pay taxes and have children entitled to the benefits of such a school, to consider whether the town should not be prosecuted for its neglect of duty.

In Districts No. 2, No. 3, No. 6, No. 7, and No. 9, the houses provided for the schools, are more or less unfit for the purpose designed. So long, however, as the members of the general committee are indifferent to their duty, and so long as inhabitants in those districts, who have property on which taxes might be assessed, prefer to have such mouldering monuments of disgrace in their midst, so long will those buildings remain and be used. It is possible that the general feeling "that something will sometime be done" towards new districting the town, or abolishing the district system, has much to do with the continuance of these old eye-sores.

In District No. 2, eleven scholars drew the past year \$126.75. This is a waste of money inexcusable, and which should be at once remedied by the union of No. 2 with some contiguous district.

The provisions of the statutes in regard to children employed in manufacturing establishments, have become almost a dead letter in this town. It is a matter of such importance that the longer neglect of the school committee to attend to their duty by entering complaints to the proper authorities, will hardly pass without censure.

Sections 10 and 11 of chapter 38, are regarded in this town as so much idle declamation. Who ever heard of an "instructor of youth," in any of our schools basing his or her system on any such broad and noble ground as laid down in section 10? Are there half a dozen "instructors of youth," teachers in schools, heads of families, members of school committees, selectmen, or clergymen, in this town, that ever thoroughly informed themselves in regard to the system of culture that for years the best men of our State have sought to establish, and which is so plainly set forth in our statutes and in the reports and recommendations of the secretaries of our boards of education? There never has been, in the history of the world, any thing equal to the present free yet compulsory system of public education established in Massachusetts; and it is full time that Blackstone began to reap her share of the benefits which can be had for the taking. Blackstone is the third town in Worcester County, when wealth and population are the standard, and almost at the bottom of the long list when the condition of our schools is the standard. By the returns of the assessors furnished to your committee, it appears that there are nine hundred and sixty children in town between the ages of five and fifteen years (twenty-two less than in 1859). Of these, about seven hundred and fifty have attended school—seven hundred and seventy-four being the whole attendance of all ages—leaving over two hundred children who have gone through the year without any schooling: and this has been the case year after year. School committees and others have sought to keep out of sight this great fact, but it comes like the ghost of Macbeth, and will not down at our bidding, that over two hundred children, entitled by law to good and sufficient instruction, are, in the town of Blackstone, year

after year, unprovided with schooling: and this through the short-sighted parsimony of men of property, and the failure of school committees to do their duty.

In looking over the whole field, to see what we can find that is encouraging, we are unable to designate a single school which, in all the qualities of good average attendance, good accommodations, and thorough drill, will compare favorably with the best schools of the same grade or class in the State. These are unpalatable facts, but we deem it as well to tell the public the plain truth, as to try to amuse by pleasant stories of "the fine literary attainments," "amiable character," "prepossessing appearance," or "matrimonial prospects" of this or that teacher.

Is it any wonder, with over two hundred children growing up without instruction, save in the barbarism of civilization, that we should have the undesirable reputation which we have in our criminal courts, and through the State? Is it any wonder that heads of families hesitate about engaging in business in Blackstone if forced to reside here with their families, or that they leave as soon as possible? Is it not true that one of the great means of a town's material prosperity is in having good schools, well established on a thorough basis or system; and is it not true that the moral, intellectual and social status of any community depends, in a great measure, upon its institutions of learning? If these questions are answered in the affirmative, then, looking at the condition of our school system, school-houses, school appropriation, and the moral and intellectual condition of our town, does not true economy and true humanity say:

First—Let there be a sufficient number of school-houses, of proper size and construction, established at such points as an intelligent committee shall determine will be best for the convenience of children entitled to attend.

Second—Let all children be required to attend, and where they do not attend, let it be understood that school committees, under the law, will enforce their attendance.

Third—Employ good teachers, and a sufficient number to teach these schools to the best advantage; and when a teacher has proved himself or herself competent to do what is required, retain that teacher as long as possible; pay teachers well, so that you can, with a good conscience require them to work.

Fourth—Raise money enough to keep such schools at least thirty-six weeks in the year—forty-two would be better.

Fifth—Require the members of your general committee to do their whole duty, and if they do not, give them a public censure.

As a preliminary step to these reforms, let every voter thoroughly inform himself in regard to school matters, and be prepared to go into town meeting and vote like an independent, intelligent, Christian man.

School Committee.—WILLIAM L. SOUTHWICK, WILLIAM A. COLE, FRANCIS KELLY.

BOYLSTON.

Teachers.—There may be no reason to complain of a lack of teachers, but of good ones the supply is never beyond the demand. Eminence in teaching, as in every other pursuit, can be secured only by protracted and persevering labor, and, when attained, can be preserved only by the same unremitting exertion; an education expressly for the work should be the aim of all who may feel disposed to take upon themselves the responsibility of this high and ennobling vocation.

Not that preference should always be given to those graduating at Normal Schools, for with these some have failed to achieve that success which the public had confidently hoped to secure. There must be a love for the work, a knowledge of the sacredness of the trust as benefactors of mankind, an expertness to adapt expedients to circumstances which at times may tax the ingenuity to its utmost. It is not enough that teachers can fully demonstrate the principles of the text, they should study to go beyond the author, and develop new ideas.

There is one erroneous opinion too frequently advanced, which is, that our summer schools do not require so proficient and experienced teachers as the winter. This assertion we cannot fully admit, for the primary department we consider the most delicate stage in the education of the pupil. It is here that the shoot is to receive its first direction, and its pliant fibres yield to the gentlest touch. The pure mind, like the faithful mirror, reflects every object presented. How important, then, that they should possess rich and varied talents, a kind and genial disposition, and assiduity and perception, which will not only enable them to meet, but to anticipate the wants of their pupils, and as a cotemporary has appropriately observed, they "must bring light into the school. A teacher that does not bring light to her pupil, wraps the youthful mind in murky clouds that future years may not dispel."

If our schools are not of that high standard which we would wish to see them, they are perhaps as good as they can be, until a deeper and more united interest is manifested in their behalf. Children, unlike those of "larger growth," are generally guided by the influence of those with whom they are the most intimately connected. Let a parent join in their sports, how it increases the pleasure, and calls forth the filial affections, adding vigor to the energies, it makes the countenance to beam with gladness. So when a child returns from school, a few words of encouragement, or a willingness to assist in mastering the hard parts of a lesson, will enliven the weary mind, and give a charm to the rugged path in which the child is toiling.

School Committee.—ALBERT W. ANDREWS, GEORGE A. COTTING, WILLIAM H. PERRY.

BROOKFIELD.

The inhabitants of districts are sometimes inclined to think that they are isolated from the rest of the districts, as far as their schools are concerned; not thinking, perhaps, that their very existence in their corporate capacity was a grant from the whole town, and which may be cancelled by the same power whenever the town deem it for their interest to do so. It should be borne in mind also, that the school money, even after the division is made, is not the money of this or that district, but properly belonging to the whole town, only placed in their hands for an economical and judicious use.

Now, then, if we are correct in the foregoing premises, it follows, as a natural consequence, that a unanimity of feeling and action by parents, committees and teachers, is absolutely necessary for the advancement and prosperity of our schools. Let every district school meeting be fully attended. Let no clique of self-interested persons choose a prudential committee, who, if chosen, has some friend or relation that he is desirous should teach their school, which would many times, perhaps, be money worse than thrown away; but, on the contrary, select such as are known for their integrity, to whom the interest and future welfare of the young may be safely intrusted.

Parents should remember, too, that they have their part of the burden to bear in this work. It is for them to see that the school registers are not too full of tardy marks; that by indifference or heedlessness, they do not hinder a class or classes from advancing daily, by permitting their children to absent themselves from school, so that the class to which they belong must wait for them to learn their lessons, which their class had recited the day before, or that the scholar who was absent must pass by that lesson without learning it at all; a very poor way indeed, and one of the hindrances to the advancement of a school, which parents do not seem to realize. Let parents make it a rule to visit the school which their children attend, at least once during each term, to satisfy themselves, if nothing more, that the teacher is doing his or her duty, and also to see, by an examination of the register, if their children are always at school when they think they are, and not coasting, or skating, and still worse, spending their school hours at some store, bar-room, or saloon.

Parents should not defer these visits until the last day of the school, and then get up in the presence of their children and acknowledge their self-condemnation for not visiting the school before. Let the registers of our schools show, as visitors, the names of parents and others, who have some motive in view by their visits (instead of the names which our registers usually show) and thus encourage, by precept and example, our pupils in the Common Schools, and show the truth of the old maxim, "that learning is the ornament of youth, and comfort of age."

School Committee.—A. H. MOULTON, O. C. FELTON, H. L. MELLEN.

CHARLTON.

Who should hire the Teachers?—No reflective school committee would like the task of engaging and stationing the teachers; but to give this work to districts instead of town officers, as some towns do, when the town is holden to pay the cost of the schools, is no more judicious, it would seem, than it would be to allow districts to build school-houses at the town's expense; or than it would be for a quartermaster (to take an illustration from army affairs,) to suffer each company to purchase its own rations while he furnished the funds. The companies might be composed of patriotic soldiery, and quite reasonable men; still there might be a little of the feeling,—“We want to fare as well as others.”

While the law requires six months of school, the soundest course for the town, we conceive to be, and the most economical, is to put the matter of supplying teachers into the hands of town officers. The other, and present course in this town, is sustained, by what we consider an erroneous idea, that in the yielding of it Democracy would suffer, rights be abridged, &c. Now all the town votes for school committee; and if they do not satisfy the town, they can be dropped for those who will, while districts may be extravagant or capricious, and the town has no remedy. We make no reflections on districts, but submit that it is as important to guard the rights of the whole, as those of a thirteenth part, or less. The expense of the schools this year is \$326.20 more than the town has voted to appropriate for the year ensuing.

School Committee.—LUCIUS HOLMES, W. C. GEORGE, R. B. DODGE.

CLINTON.

We propose a reorganization of the Primary School system. Clinton might as well lead off, as any town in the Commonwealth, in so necessary a reform. Our general plan would be as follows:—

1. All children under five—six, when the State shall have wisdom enough to authorize towns to establish such a limit—to be excluded from the Public Schools.

2. A-B-C-D-arians and Primer children to be dismissed at the close of the first hour in every session of the school. Two hours of daily attendance at the school-room is enough for the beginning of one's education.

3. All children beyond the Primer, but whose studies are confined to ordinary reading and the spelling-book, to be dismissed at the end of the second hour.

4. No children, whatever their attainments, to be allowed, until they are nine or over, to remain in school more than four hours a day.

Of course such a plan supposes the existence of yearly schools as with us. We cannot tarry to discuss it. An evident advantage from it, however, over the present mode of operations, would be this, that certain teachers, ambitious of distinction in their noble work, would no longer find themselves compelled to add to their duties as instructors the depressing service of dry nurses. We firmly believe that the privilege of having a nursery at the public cost, has more to do with crowding children into school than any true appreciation of the worth of education.

The committee beg the privilege of calling the attention of parents to the matter of *complaints*. It would be remarkable, if, in ten schools with six or seven hundred children, some just grounds for grievance were not occasionally found. Teachers cannot always exercise a perfect judgment upon the relative ability of children whose minds develop slowly, nor can they nicely gauge the peculiar circumstances in every case under which the rules of the school-room appear to have been violated. In the majority of instances, however, where complaints have been made to sub-committees, investigation has proved that the alleged grievance had little or no foundation. One thing is conclusively established, that parents having the worst children in our schools ordinarily find the most fault with the manner of their treatment. It seems to the committee to be clearly the duty of a parent, in any supposed abuse of his child, to find out in the first place whether there is any sound reason for his impressions—and find out, too, by proper application to the teacher for his rendering of the case. Some persons seem to take every story brought from school for granted, and thus on a basis of the purest fiction they begin to explode to all their neighbors about their fancied wrongs. From their point of view the matter certainly is worthy of most serious attention, but why they should allow themselves to see and judge *ex parte* may not be very readily explained. Justice to themselves, even, requires that they always know whereof they affirm on applying for redress to the committee, for a false or distorted statement leaves them convicted of a disposition to injure a class of individuals than whom none merit more the candor and consideration of the entire community.

The committee would, also, call the attention of parents to the in expediency of pressing up their children from the Primaries into the Grammar School. An imperfect preparation is a bad beginning for the higher school. To remain at the head of some Primary, where the best efforts of the teacher will be given to perfecting the scholar in the elementary parts of education, is much better than to try to shamle along at the foot of the Grammar School, daily annoyed by tasks that it is found difficult to perform, and constantly reminded, by poor lessons and slow progress, that one is sadly out of place.

For the Committee.—C. M. BOWERS.

DOUGLAS.

The committee in their report of last year recommended a more liberal appropriation of money for schooling purposes. We know the times are not propitious to call for an additional outlay of money, and that taxes, than which but one other thing is harder to escape, are heavy and "grievous to be borne;" yet it is a solemn truth that we think is applicable in this case, that "we should not take the children's bread and cast it to the dogs;" better curtail our expenses in any, and every other particular, than to deprive our children of the means to acquire a good education.

The disproportion in regard to the size of our school districts, to which the committee in their report of last year called your attention, and the great inequality in the division of the school money among the several districts still exist, and call for some action on the part of the town in order that these evils may be remedied.

School Committee.—A. F. BROWN, J. H. DUDLEY, A. M. HILL.

FITCHBURG.

We are glad to be able to testify to the general faithfulness and success of the teachers during the year. At the same time we would call attention to the fact that our schools in general appear to less advantage in regard to the fundamental branches of a good education than in regard to more advanced studies. The number of scholars, even in the High School, who can write a simple English sentence correctly, making no mistakes in spelling, or syntax, or punctuation, and whose penmanship is creditable to them, is not so large as it ought to be. This deficiency is not, of course, chargeable mainly to the teachers of the High School; but it is one demanding the serious attention of all our teachers. To use one's native language correctly in all respects, is an essential part of a good education, and no superficial acquaintance with foreign languages, whether modern or ancient, or with the sciences, can take the place of this requisite. That our scholars are not more skilful in penmanship, is an inevitable result of our having made no special provision for teaching them in this department, and it is not to be attributed to any lack of faithfulness or diligence on the part of their teachers. The means at our command have not enabled us to supply a teacher of writing, but we believe it would be an economical expenditure of money to employ a suitable teacher, who should regularly throughout the year give instruction in penmanship in each of the Grammar Schools.

School Committee.—KENDALL BROOKS, WILLIAM P. TILDEN, E. FOSTER BAILEY

GARDNER.

You are all aware, that in view of the prospects before us last year for heavy taxation, our former generous appropriation for the support of Public Schools was reduced from \$2,000 to \$900, consequently your prudential committees were greatly embarrassed, and perhaps in their anxiety to make the most of a little, some have employed inexperienced teachers, because they could be hired cheap, and in some instances those whose qualifications were not what we would have desired.

For this and other causes, we shall not be able to give you so favorable an account of our schools during the past year, as we should be glad to do. Our schools, unlike former years, have necessarily been very short, the terms averaging only seven weeks. A school was but fairly under way, when it must close. Consequently, they have suffered greatly in this regard, and we could not reasonably expect great results.

Owing to the generosity of some teachers who had contracted for schools previous to the reduction of the school money, their schools continued one week longer than they otherwise would have done. The teachers in District No. 1 took off one dollar per week from their wages, and the teachers in No. 2, second department, and No. 3, second and third departments, gave each one week.

Before giving a detailed report of the schools in town, your committee would suggest a few ideas about, and also to prudential committees.

Each district should endeavor to choose for a prudential committee, a man who takes a deep interest in the subject of education generally; let him be a man of good judgment, qualified to select, so far as character and externals are concerned, a suitable teacher for his particular school. In a word, let each district select their best man for this office, and retain him, as the experience of each year better qualifies him for a successive year. Let such committee, at his earliest convenience, secure the services of a teacher, in whose ability he has implicit confidence, ever looking to the best interests of the school, without regard to the many applications he may receive. Not always those who can be obtained for the least wages are the cheapest in the end, for the more skilful the teacher, the more pay he commands. If one teacher can impart double the instruction in a given time to that of another, why not be willing to pay him more wages, saving school expenses and the scholar's time. A good teacher cannot be too highly valued. It is emphatically true of school teachers, that the "best are the cheapest;" while a poor teacher is worse than none at all. Let there be a very free interchange of views between prudential and town committee, in regard to the wants of particular schools, and the characters of teachers to be employed, so as to insure the greatest possible success in all our schools.

In connection with our Public Schools, there are two or three subjects

that demand the attention of both teachers and parents. There seems to be a strong tendency among scholars and teachers to devote more time to the study of arithmetic, [than its relative value really deserves. Reading, spelling and defining, are the first and most important studies to be attended to in the Common School, and, we believe, geography, grammar, and writing, should not be neglected in order that great proficiency may be obtained in mathematics.

Your committee find also that there is room for decided improvement in system and thoroughness of instruction. We believe there should be more system and regularity in the course of study. It should not be left so entirely with the scholar or parent to decide what branches he will or will not attend to. Some scholars will go from one branch of study to another, without becoming proficient in any, and it is not uncommon to hear them justify themselves, by saying that their parents approve of such a course. There may be exceptions, but as a general rule, the teacher should decide upon the peculiar wants of each scholar.

Thoroughness in the instruction of children is also of the first and greatest importance. Knowledge is the food of the mind; and like food in the stomach this intellectual nourishment must be thoroughly digested, otherwise a sort of mental dyspepsia will be the result. This cannot be a matter of indifference to parents or teachers. There is peculiar satisfaction in listening to a recitation in which the pupil shows himself perfectly acquainted and at home. We would by no means suppress the aspirations or chill the ardor of any scholar, neither would we fetter teachers in their efforts to urge their classes forward; yet in those studies which lie at the basis of our Common School system, we feel that we cannot insist too urgently upon thoroughness as an indispensable characteristic of a good teacher and scholar. Take, for example, reading. We have noticed with interest, when visiting the several schools in town, the different mode adopted by different teachers in giving instructions in this branch of study, and the results. One assigns as a reading lesson two or three pages, and requires each scholar to read a paragraph in turn, the teacher giving no instruction, except to pronounce a hard word, when the scholar stops to spell it out. This is much like a music teacher assigning half a dozen tunes as an evening exercise, and requiring each pupil in succession to sing a tune solo, careful not to exercise his own lungs, except to sound an occasional difficult note. The result of such teaching needs no comment. Another method, and a better, we think, is to assign a short exercise, and require the scholars to study it so as to understand its meaning. Then let the teacher first read a sentence, giving the appropriate emphasis, and modulation of voice, then require a member of the class to read it in the same manner. If he fails, show him in what respect, and require him to repeat it, if necessary, several times, until he can give the right tone and inflection. Sometimes it may be profitable to

drill the whole class on a single sentence. But when a sentence is read incorrectly, let the teacher first read the sentence incorrectly, then correctly, to show the difference, and require the scholar to read it after him in a correct way. Special effort should also be made to break up habits of bad articulation and indistinct pronunciation. Some scholars will drawl out their words with a nasal twang, and such a monotonous tone, that one syllable cannot be distinguished from another. They should be required to pronounce each word separately and distinctly, in a full, round voice, which will soon eradicate this awkward habit. Could this plan be adopted in all our schools, as it has in some, we should soon witness great improvement in this branch of study.

School Committee.—J. M. MOORE, C. K. WOOD, C. WEBSTER BUSH.

GRAFTON.

The committee have added to the requirements for admission to the High School, an ability to pass a satisfactory examination in spelling.

It is a good thing always to have something before us higher than the level where we now stand, to reach which we must constantly strive. If we bound our aspiration by the limited circle in which we move, and desire to know nothing beyond, small will be the attainment and feeble will be the exertions put forth. If our children have no higher ambition than to pass respectably through the routine of the Common School, they may gain information sufficient to discharge the ordinary duties of life, but not sufficient to fit them thoroughly for the important stations they may be required to occupy. Our State, therefore, has wisely provided that every town containing five hundred families, shall maintain a High School where the more advanced branches of education shall be taught.

The advantages of such a school are many and important. Its influence for good will be widely felt. It quickens the intellect and fires the pupil with a laudable ambition to excel. It opens new sources of enjoyment, as well as gives a better preparation for the responsibilities of life. But its influence stops not here. It produces an effect on our Public Schools. It awakens an interest there, and stimulates many children to put forth a greater exertion than otherwise they would. Then from the school, it goes to the family. Thus a good High School, such as we believe ours is, is adapted not merely for the culture and refinement of those who receive its immediate benefits, but it is calculated to exert a purifying and refining influence upon society in general, to raise the tone of education, to set up worthy objects as the end of life, to incite new thought, and start the rising generation from a higher level than that on which their fathers stood. Thus every parent has a special interest in the High School, even though his

children do not enjoy its advantages. But we shall make "no special pleading" for it; simply remarking, that one of the best ways in which to make our Common Schools the most profitable, is by making a liberal provision for the High School.

School Committee.—WILLIAM MILLER, THOMAS C. BISCOE.

HARDWICK.

The committee think that an increased attention to the exercise of spelling should be given in some of our schools. The most effectual way to render this exercise profitable, is for the teacher to give a lesson within the ability of each member of the class to acquire, and insist upon the correct spelling of every word. Let the word be pronounced correctly, and the scholar have only one trial before the word passes to the next, and all the failures be reviewed in connection with the next lesson, until they are familiar to the whole class. The failures may be kept before the eyes of the class by writing them on the blackboard. By the repeated drill of these classes, the whole school may be made excellent spellers. The lessons should be reviewed until the orthography of every word is familiar to the whole class. Repetition is essential to permanency of impression. What is written by a pencil is easily effaced, but words that are engraven will be enduring.

The committee deem it desirable that more attention be paid to the study of history in our schools. A good knowledge of history is important to every individual. It is a study that should be neglected by no one. History is the foundation of political wisdom to the statesman. Who can estimate the value of a knowledge of past events in our own and other countries? How greatly does it aid us in understanding the causes of revolutions and civil commotions in the nations of the earth. Are we not better prepared by a knowledge of history to estimate the importance of the present struggle in our country for the blessings of freedom? It is not only a pleasing study, but one that corrects prejudice, enlarges the mind, furnishes important knowledge, and gives one a better understanding of the causes of the civil commotions in the earth.

School Committee.—MARTYN TUPPER, SAMUEL S. DENNIS, BENJAMIN F. PAIGE.

HARVARD.

The Common School system, as provided for by the laws of our venerable Commonwealth, is the hope, under God, of the rising generation. Its name is suggestive of its worth. The families of the affluent and the wealthy may acquire an education in select schools and academies, wholly at their own charges; but the majority of parents among us, feel unable

or unwilling to meet the wants of their children in this way. Hence the Common School system comes in to meet an actual necessity. In the absence of it New England would soon cease to be what our fathers, and the God of our fathers designed it—a Christian Republic—and become an aristocracy, where “might makes right.”

But under the present provision, carried out as it should be, the children of the poor may possess equal advantages with the rich, and persons of real worth may rise to distinction from the hovel as readily as from the mansion.

The principles of self-preservation and of benevolence unite, therefore, in claiming from us an active interest in this matter.

As to the length of these schools, our laws wisely provide that they *shall be continued through half the year*;—while each town is left at liberty to extend them farther if it chooses.

This system, in our own community, has been sustained in time past, by as liberal provision as in towns about us; but we regret that it has been thought necessary to diminish the appropriation for this object the coming year, by several hundred dollars. Perhaps this is right. It certainly is, if a matter of actual necessity. But we would respectfully suggest that it would be better to curtail our town appropriations in almost any other interest than upon our schools. The truth of this, none will doubt, who wisely consider the influence this provision has had hitherto in diffusing blessings through communities, and in giving Massachusetts its position and power among the American States, and in the world. If we would maintain that place so honorably gained, we must not forget that “knowledge is power;” and that *sanctified knowledge* is power in its perfection.

Our schools could doubtless be kept their present length of time, for a much less sum than is now expended upon them. But would they be taught and managed as well? This we do not believe. And surely the interests we here contemplate, are of too delicate and deserving a nature to be committed to persons less competent. Let us not put the helm of future affairs into the hands of persons who know not and care not whether they are directing the rising generation to honor and blessedness, or the reverse of this.

School Committee.—J. DODGE, NOAH WARNER, AUG. J. SAWYER.

HOLDEN.

Rotation in office, when applied to school teachers, does not tend to promote the interests of schools, and hence change of instructors has been avoided except when required for good reasons. In six schools the summer and winter terms were taught by the same teacher. With three exceptions the teachers had taught in the town previously to the last year. Of the

eighteen different teachers employed, fourteen were residents of this town, and four from abroad.

Your committee have desired that the schools might be as slightly burdensome pecuniarily to the town as practicable, and have therefore limited them in length to the shortest period allowed by law. They have not been disposed to disregard or to endeavor to evade the plain provisions of the statute in relation to the length of time that instruction shall be annually furnished children and youth. The effort has also been made to secure competent instruction on reasonable and economical terms. It is not uncommon to think that too much money is expended in a particular enterprise, when it is not easy to specify the items in which retrenchment could prudently be made. How can the expense of our schools be essentially diminished? Some say in wages of teachers; but when the time and expense of preparing to teach is considered, and that this is the means by which instructors earn their bread, it would seem that they ought not to be required to serve in this capacity at a much lower stipend. Others say, let the schools be shorter; they cannot be shorter than ours are, without a violation of an express statute of the Commonwealth. But is the term of six months too long a period for children to be annually kept in school? True, many get through the world with less schooling, and even with little or none. But is it wise in this age of light and improvement to deprive your children of sufficient education to enable them to be the equals of those in other communities? It ought to be remembered that under the most liberal provisions that have ever been made by this town for schools, it has not risen to even a medium in relation to other towns of the Commonwealth and county. It would be for both the honor and welfare of the town to apply the process of retrenchment to divers other interests rather than to our schools.

Harmony of Interests.—In mechanical arts, it is a leading object to avoid friction. The more effectually this is accomplished, the smoother and more successful is the movement of the machine. It is one of the chief efforts in the construction of machinery, to so adjust its several and complicated parts to each other, that its motions shall be as uninterrupted and accurate as if it consisted of a single piece. A school organization is constituted of many and diverse parts. There is the child to be taught; the parent to send him to school, and to call him to an account for his day's conduct and labor when he returns; the teacher to give instruction and exercise discipline; the prudential committee to serve the districts; the town committee to superintend the schools; the town to elect them and furnish money; and the State government to enact laws for the general regulation of the schools. These several parts constitute a somewhat complicated machine. Derangement of any one part disturbs the operations of every other part. If the State is not wise in legislation, the highest object of our school system will not be

attained. If laws are disregarded or evaded, and an issue is raised between the town and State, there is danger of giving countenance to the element of insubordination in the very place (the Common School) where obedience to lawful authority should be specially and rigidly inculcated. It would be less injurious to advocate and try the experiment of a conflict with the State government in regard to almost any other interest than in respect to the provisions made by law for the support of schools, where children and youth are to be educated to become acting citizens. Let law be respected here, if it be violated everywhere else. If towns fail to make provisions sufficiently liberal for the successful promotion of our school system, an insuperable obstacle lies at the very threshold of the enterprise, and all effort to develop its full value is vain. Again, if there is any conflict between prudential and town committees, a serious jar will be felt through the entire system. Petty strifes, also, between teachers and scholars and their parents, issue in the most damaging effect. Through this pernicious influence, half the good which a school would otherwise accomplish is not unfrequently entirely lost. Too much caution cannot be observed by those acting in these several capacities, to perform their own duties well, and not to trench on another's ground. Our school system is a wise and good one. Troubles result only from lack of fidelity in some who have a part to act.

Teachers.—There are but few who are fitted by nature and education to make successful teachers. Many attempt this service who would succeed better in almost any other avocation. They unwittingly do both themselves and others great damage. A serious difficulty in the case results from ignorance of one's qualifications, or rather lack of qualifications, for this important and difficult office. Those who are incompetent to teach are often very slow in ascertaining their deficiencies from their own experience, and also in interpreting strong hints to this effects, given by committees and others; but they continue to urge their claims to the no small annoyance of those who do not choose to employ their service, and when rejected or silently passed by, construe it as great, perhaps intentional disrespect. This often renders the position of those whose duty it is to employ teachers, quite delicate, if not seriously critical. In this town there are not a sufficient number of schools for all who desire to teach, and who regard themselves quite competent; consequently, in making a selection, some must be rejected. The only proper course is for those to whom the responsible duty is assigned, to act according to their own discretion. This ought to be a sufficient reason for the discrimination that is made; but committees often have evidence that their decision is by no means satisfactory. Perhaps they do not act wisely, but it is to be supposed that the course is the best that they are able to pursue. Committees sometimes receive pretty broad hints that one would like a place as a teacher when they feel but little disposed to give the suggestion much consideration, believing that they

can do better. Your committee desire to say that in selecting some and rejecting others, that they mean no harm nor disrespect, but desire to promote the highest welfare of the schools, which is required in their official acts.

Discipline.—There is nothing, perhaps, more important in the interest of a school than a vigorous and prudent discipline; and there are few points so difficult to attain. If a teacher has energy, he may lack wisdom; if he has a good stock of common sense, he may have but little force of character. He may have many good qualities, but not that which gives authority. His temper may be fitful rather than uniform, and so he subjects himself to the charge of being partial and unjust. But even a discreet discipline does not always run smoothly. With not a few scholars and parents, discipline is more beautiful in theory than in practice. Some can much more easily bear the punishment of another's child than of their own. Judgment unfavorable to a teacher is often framed with but a partial knowledge of the merits of the case. The story of the chastised and excited child is received in all its length and breadth of aggravation, and the course of the teacher is censured, and perhaps an unhappy conflict ensues, quite inimical to the peace and prosperity of the school. It would be well if parents would practice more forbearance and discretion on this vital point than is sometimes manifested. It is evident that they are in danger of being exceedingly mistaken, in respect to the character and conduct of their children, and particularly at school. And they are liable to do them much greater injury in interposing, as they sometimes do when they are corrected, than the child would suffer from even an unjust or too severe punishment.

Schools a Delicate Institution.—Schools are like a sensitive plant. They must have nurture, but neither too much nor too little; and it must be of the right kind to secure any good measure of success. You would not be much afraid to put a hoe into the hands of your little boy, and send him into a potato patch to exercise himself in his careless and ignorant way; you would feel that he could not do great harm. But how carefully you would keep him from the tender vines and plants of your garden! How carefully you work among them yourself! Ignorance, carelessness, neglect, passion, immorality, and other defects have a most damaging and demoralizing effect on all schools, of every grade and condition. Let each one, when walking through these tender nurseries, take heed to his steps, and hands, and tongue, lest he, if not by intent, yet unwittingly, inflict wounds, or occasion disorder, whose injurious influence may not soon cease to be felt.

School Committee.—WILLIAM P. PAINE, LESTER WILLIAMS, JR., IRA BROAD.

HUBBARDSTON.

In the foregoing remarks it will be seen we have spoken in pretty high terms of the condition of our Public Schools. If we have commended teachers or schools beyond their deserts, then our judgment has been at fault. We intended to do them full justice and nothing more. This is certainly their due, and it would be cruel to withhold it.

There have been no failures, and nothing has occurred in any of the schools the past year to make our duties painful or unpleasant. It is proper, however, that we should remind teachers and prudential committee, men that there has been some neglect on their part in not applying for approbation before commencing their work. In some cases the school has been going on for days and even weeks before the committee were consulted or even apprised of the fact that it was keeping. As the committee is frequently being changed and new members added, who have no personal knowledge of the qualifications of old teachers more than of others, it is important that all should present themselves for examination at the proper time, unless they have been previously assured that their presence will not be required. It will be seen by reference to the table that most of the schools are smaller than in former years. This however is not to be attributed to any want of interest on the part of the parents, or to irregularity of attendance in the scholars. Our population has been on the decrease of late, and the number of children at a proper age to attend a district school has decreased at a much greater ratio than the general population.

We have said that moral training should precede intellectual culture. Not that the one is to be carried on at the expense or neglect of the other; they are to go together, one following the other as the seed falls upon the furrow, which by proper cultivation is prepared to receive it. We should first labor to impress the infant mind with a sense of right and wrong, of moral obligation, of love to God and love to man, and then employ all available means to expand the intellect, enlarge and cultivate the mind, and store it with useful and practical knowledge, and then we are giving it an education that will be a blessing to its possessor, and through him to the world. Great learning, though of priceless value when well employed, only makes the bad man worse. It furnishes him the very means to circumvent, defraud and overreach his less enlightened neighbor, and practice all kinds of iniquity upon the world at large.

We are taught by the history of many men of great minds—falsely called statesmen—as well as by the dreadful war in which we are engaged, that *intellectual greatness* must be combined with *moral goodness*, or it is a curse and not a blessing to the world. Does any man believe that a Davis, a Toombs, a Floyd, or any of those infamous southern traitors, *could* have

stirred up a wicked rebellion, and deluged this once happy land in blood, had they not been men of great learning and superior intellectual attainments? Or have we a right to suppose they *would*, if they could, have done a deed so abominable and fiendish, if their moral and religious developments had kept pace with intellectual culture.

The history of our own country furnishes a striking illustration of the practical workings of a powerful intellect in men of high moral principle and lofty patriotism, as well as in those actuated by a low, sordid, grovelling ambition. Washington and his compatriots of the Revolution, are examples of the former, modern demagogues and southern traitors of the latter. No other arguments are needed to sustain our position, or prove the superiority of moral over mental culture.

It is in the school at home that children first learn to love and fear, to obey or disobey, to know right from wrong, and truth from falsehood. But aside from the moral aspects of the question, it is safe to say, that it is in the home-school that children gather up the first rudiments of all general knowledge. Things are learned first, names afterwards. The same is true also in regard to the sciences taught in the Common Schools. The first principles of a systematic education are planted at home, and from that stand point the child takes his first start in the direction of mental as well as moral culture. There he first brings into exercise his vocal organs; learns to articulate words; learns what words mean, begins to apply names to things; finds out what books are, what letters are, and that letters make words. Then he makes marks in the sand; draws pictures with a pencil, or piece of chalk, is delighted with the scrawls and scratches that he can make, and evidently improves by every attempt at imitation. This is the commencement of learning to read and write. There he learns numbers, begins to count his playthings, his nuts, and his chickens; and this is arithmetic. He sees the sun, moon and stars, the hills, valleys, and rivers; learns in what direction the barn is from the house; finds out the location of the garden, the field, the orchard and the woods; learns the way to the neighbors, to the school-house and the meeting-house, and becomes aware that there are other towns beside the one he lives in. This is geography. He hears of wars, "and rumors of wars," and at this day especially of "secession," "rebellion," and "treason," and this is history. Thus we see that the basis of moral character, of general knowledge, and of literary attainment, is laid at home in the family school; and hence the importance of home education.

School Committee.—EPHRAIM STOWE, ABEL HOWE, JAMES H. GLEASON.

LEOMINSTER.

Common Schools.—The school committee can congratulate the town upon the general success of the Common Schools for the past year. In constancy of attendance, in punctuality, and in the observance of good order and decorum, we believe the scholars have seldom done so well. There have been fewer cases of difficulty between the scholars and teachers, and more harmony of feeling and action between parents and teachers than in some previous years. And we have heard of but one case of unreasonable interference in the management of any of the schools. We trust there will be no diminution of efforts by teachers and parents for the continuance of this state of things. The importance of these objects for the welfare and prosperity of our schools can hardly be overestimated, but as they have been fully discussed in our previous reports, they need not be dwelt upon at this time. In connection with the Common Schools, the committee wish to express their desire that the school agents would endeavor to have all the schools commence at the same time. For many of them this is quite necessary, in order that a proper division and classification of the scholars may be made, and for the others there would be many advantages in such an arrangement. So also, if they would bring before the committee the persons whom they may select for their teachers, on the same half-day, the work of examining them would be much facilitated.

School Committee.—C. C. FIELD, SOLON CARTER, JAMES BENNETT, C. H. MERRIAM.

LUNENBURG.

English Grammar.—This branch of study does not yet receive its due share of attention in our schools, but in this, as in arithmetic, the efforts of teachers have wrought an important and salutary change. We have during the past year, in many instances, found a lamentable deficiency in the qualifications of teachers in this respect, and here we would most respectfully recommend as the safest course that candidates for admission as instructors, should prepare themselves fully upon this subject before attending our usual examinations for that purpose. We do not intend to grant certificates indiscriminately to all who apply for them. We believe the true method of teaching this subject, is to begin with the first principles of analysis, and this instruction should be given orally, in the opinion of the committee, and by one who thoroughly understands the subject and who can infuse into the minds of his pupils in some degree the lively interest which he himself feels. Pupils taught in this way are invariably glad to learn—will love the study and continue to love it, and when the proper time comes for them to learn etymology and parsing, they will also have a

desire and love for that. We would not say that the frame was a house without the boards and shingles, or that the boards and shingles were a house without the frame; neither would we say that analysis was grammar without parsing, or parsing without analysis, but both combined.

Geography.—There are two methods in use of teaching this subject and one of reading questions and hearing the answers found in the text-books without note or comment, and which, we regret to state, is more generally practiced from the fact that we have more teachers who teach a district school for a few terms until they can find something more remunerative to do, or who “keep” school occasionally, when they have nothing else to do, for the money. Such teachers cannot afford to pay the price of studying improvements, and they dare not encourage, by any course of instruction, their pupils to bring new methods of study to the test of reason, for they will harrass them incessantly by their unanswerable interrogatories. All we have to say of such, is, that they are out of place, and too dear at any price.

One way of teaching geography, is to begin with a geographical description of the child's play-ground; then of the lots or farms adjoining;—the town, the county, the State, the United States, “Secessia” included, and so on until he has gained a knowledge of the surface of the entire globe on which he lives. The other, is to commence by giving the pupil an idea of what the earth is—the shape of it—the surface and of what it is composed—the grand divisions of land and water, the smaller divisions with their physical characteristics, then of political geography. This plan we consider preferable from many considerations. The study of nature is more congenial to the young, if not the more mature mind, than of the inventions and works of man. The student has a definite and complete idea at each step in his progress. As he comes to the secondary divisions of his subject he has an understanding of their relations and bearings upon the primary. How can we expect a scholar to have an adequate idea of a river or a mountain while ignorant of what an ocean or a continent is?

Here we take the liberty to urge upon teachers the importance of introducing the study of physical geography into their schools more generally for the attention of the more advanced pupils. We would have them carry the study of this subject forward on a grander scale—and study not only the land surface of the earth, but the water also, and the atmosphere which covers both. We would have them understand the great movement of the air and ocean, so well defined, and the proof of their existence so well established, not only by the world-renowned writers on physical geography, but by the higher authority of our own reason. We are not asked to indorse these “new theories” because any man says they are so, but we have the why and the wherefore accompanying them—conclusive, unmis-takable proofs. Let our children be taught in this way in our schools, and

when they go out into the world, the mere "say so" of any man unsupported by reason will miserably fail to disturb in the least the equilibrium of their well-settled convictions, "for they are founded upon a rock."

School Committee.—EPHRAIM GRAHAM, D. N. KILBURN, C. A. GOODRICH.

MENDON.

The census of 1850, though prepared under the superintendence of an officer having little sympathy with free institutions of any kind, furnishes a logic which bears with crushing force upon the cause, certainly the remote if not the proximate cause, of all our present woes. By that document we learn that, in 1850, three millions one hundred and six thousand nine hundred and seventy-nine children, were attending school in the free States, and only nine hundred and seventy thousand two hundred and ninety-six in the slave States. From the same source it is found, that, in the slave States, there were five hundred forty-eight thousand two hundred and eighty-six native, free whites, over twenty years of age, who could not read and write, to say nothing about the one million three hundred and ninety thousand six hundred and seventy-nine slaves, over twenty years of age, in the same category; while, in the free States, there were but two hundred seventy-eight thousand four hundred and seventy-five to be arranged in the same class. But it will be asked, has the difference in the relative populations been taken into the account? It has, and the figures yield the following results. The free States, with a population, in 1850, of thirteen millions five hundred and twenty-seven thousand two hundred and twenty, had twenty-three per cent. of their whole population attending school; while the slave States, with a population of nine millions six hundred and sixty-four thousand six hundred and fifty-six had but ten per cent. That is, in the free States, twenty-three out of every hundred were attending school; while, in the slave States, only ten out of every hundred were attending school. In the free States, but two per cent. of those over twenty years of age were found who could not read and write; while, in the slave States, setting aside the subjects of their peculiar institution, there were more than eight per cent., and with the slaves over twenty years of age, added, more than twenty per cent. That is, but two out of every hundred, in the free States, over twenty years of age, were found who could not read and write; while, in the slave States, excluding slaves, eight out of every hundred, and including slaves, more than twenty out of every hundred were found unable to read and write. The number of Public Schools, in the free States, in 1850, was sixty-two thousand four hundred and forty-one, with two millions seven hundred and seventy thousand two hundred and forty-two pupils; while, in the slave States, the

number of Public Schools was but eighteen thousand five hundred and nineteen, with five hundred and eighty-one thousand six hundred and three pupils. The number of newspapers and periodicals published in the free States, in 1850, was one thousand eight hundred, having a circulation of four millions three hundred and thirty-seven thousand one hundred and seventy, and printing and distributing three hundred and thirty-four millions one hundred and forty-six thousand two hundred and eighty-one copies annually; while in the slave States, the same year, the number of newspapers and periodicals published, was seven hundred and four, having a circulation of seven hundred and eighty-two thousand four hundred and fifty-three, and printing and distributing eighty-one millions thirty-eight thousand six hundred and ninety-three copies annually.

Upon these data, furnished by an official document, although slavery is the immediate, proximate cause of the present distracted condition of our country, we base the argument that the present rebellion had its origin, and has been nursed to its present dimensions by means of the comparative popular ignorance of the slave States.

War, then, civil war, that worst of all wars, with its dreadful carnage on the banks of the Tennessee and its momentous issue on the shores of the Chesapeake, is the lesson for the day. What does it teach? It teaches that while we strengthen the outposts we should redouble our watchfulness over the palladium of our free republican institutions.

While leaving to the publicist and the statesman the discharge of their appropriate and peculiar duties, and committing the instruction of those now active in the discharge of public affairs to those three great schoolmasters, the pulpit, the press and the rostrum; we ask your consideration for another agency, more potent than them all. More potent, because it has no false theories to demolish—no fundamental errors to correct. More potent, because it operates with a more irresistible, though unfelt, power, and has fewer antagonisms to resist the accomplishment of its beneficent and generous purposes. More potent, because the words of kindness and encouragement which it utters are free from the suspicion of selfishness; and hence find a readier entrance into the docile mind it proposes to illuminate. More potent than them all—the Free School! It is the *general* diffusion of knowledge, awakening into newness of life, and developing unto a practical activity the sentiment of a true piety which furnishes the only sure guaranty to a lengthened national life.

Be sure, then, that we do not fail in the great duty of upholding, and cherishing, and strengthening that benign and powerful agency by which, under God, we firmly believe, the institutions of equal laws and impartial liberty are to be maintained and perpetuated. To this end, let our appropriations for the support of free schools be prompt and liberal; remember-

ing "there is that scattereth, and yet increaseth; and there is that withholdeth more than is meet, but it tendeth to poverty." Make the Free School what it should be, and the future will take care of itself.

School Committee.—ALANSON S. FREEMAN, ALEXANDER H. ALLEN, JOHN G. METCALF.

MILFORD.

In consequence of the depression in business in the first part of the year, which threw out of employment almost every-body, and cast a gloom over the most courageous, the attention of the committee was given to the consideration of economy in the school expenses, and they have curtailed, in all ways and matters, in which they deemed it safe, for the interest of the schools.

The question of closing the schools was entirely considered and dismissed at once. The committee believed it to be unwise and hurtful to suspend them, turning some fifteen or sixteen hundred children out into the streets at a time when there was no employment for those who might be large enough to work. They are of opinion that the year has been a most favorable one to many children, who have, in former times, been kept out to work. Such have had an opportunity this year to attend school, and the "Registers" show that they have seized upon it much to their advantage. Two other ways of retrenchment were considered, that of reducing the wages of teachers, and of shortening the terms, and the latter method was adopted as less likely to operate unfavorably on the schools, than the former. The schools in the village, with the exception of the High, have been shortened three weeks, the High two weeks, while those in the other parts of the town have been kept about the same time as usual. Thus saving an expenditure of something more than five hundred dollars.

In regard to the first plan, the committee felt it unsafe to try the experiment. In the first place, the teachers are not overpaid for the work that is required at their hands by an intelligent community and by the committee. The schools in the village are all large ones, larger than they average in similar towns in this State; and though the teachers labor ostensibly but six hours in the day, there are few classes of laborers who go home at night in such weariness as they do. No less than four have resigned this year through loss of health. The committee do not think the wages paid are now high enough to retain our best teachers for periods of time that shall secure the greatest amount of good. Every withdrawal from the service of a first-rate teacher is a public loss, though many say "there are as good fish in the sea as have been caught." Admit it. The difficulty is in catching them. "A bird in the hand is worth two in the bush." Had the pay of teachers been reduced, hardly one, such is human nature, would have gone

to work with so good a relish and so high a resolve to accomplish good results as if the reduction had not taken place, but all would have been looking out for more eligible situations. The result would have been, that those especially whose continuance here is the most desirable, would succeed in securing elsewhere what they here fail in obtaining.

The schools are good, and have been made so to a great extent through the intelligence, fidelity, and hard work of the teachers. They deserve fair compensation, and must have it, if they are to be retained; more than this they do not now receive.

With these views, the committee deemed it better for the town, in the end, to shorten their term of service at the same compensation weekly, than to reduce the wages of teachers, and continue the school up to the maximum time. And they trust that the propriety of their conclusion will be manifested in the future prosperity of the schools.

In conclusion, the committee are pleased to be able to report that the schools of Milford are progressing with sure and steady course to a condition of proficiency, which shall make them the pride of the inhabitants and monuments of the foresight and liberality of this generation, which shall remain long after it shall have passed away.

They still need, and they merit the generous support of the people in money and in confidence, or they go down, and the children sustain the loss. Better burden them with a prospective debt than with prospective ignorance and darkness; for where these reign, property is next to valueless, and there is misrule, anarchy and wickedness.

Chairman.—WINSLOW BATTLES.

NORTHBRIDGE.

We have in all our schools, scholars that wish to take up studies that the law has left to be introduced or rejected at the discretion of the school committee.

Such studies have been introduced more or less every year, and have occupied the time of the teacher, which belonged to the smaller scholars; and when the committee have prohibited these studies, scholars have frequently left school, and have passed their time in idleness.

But there is a remedy for all this, and that remedy is a High School.

In advocating a High School, we are aware that we shall meet opposition. The law on this subject is plain.

“Every town may, and every town containing five hundred families or householders shall, besides the schools prescribed in the preceding section, maintain a school to be kept by a master of competent ability and good morals, who, in addition to the branches of learning before mentioned, shall

give instruction in general history, book-keeping, surveying, geometry, natural philosophy, chemistry, botany, the civil polity of this Commonwealth and of the United States, and the Latin language. Such last mentioned school shall be kept for the benefit of all the inhabitants of the town, ten months at least, exclusive of vacations, in each year, and at such convenient place, or alternately at such places in the town, as the legal voters at their annual meeting determine.

"And in every town containing four thousand inhabitants, the teacher or teachers of the schools required by this section, shall, in addition to the branches of instruction before required, be competent to give instruction in the Greek and French languages, astronomy, geology, rhetoric, logic, intellectual and moral science, and political economy."—*General Statutes, Chapter 38, Section 2.*

We have the required number of families, and, in our opinion, we ought to have a High School.

You have frequently been told that we have no home-educated teachers. Of the teachers the past winter, *not one is a native of the town.*

Other towns are making progress in education, and are furnishing us with teachers. Our schools are but little in advance of those we attended, as boys.

Shall we stand still, or shall we march on?

"If a man empties his purse into his head, no man can take it away from him."—*Dr. Franklin.*

"Save, save, spare, scrape, stint, starve,—do any thing but steal, to educate your children."—*Edward Everett.*

We read in history, that "neither the perils of war, nor the busy pursuit of gain, nor the excitement of political strife, ever caused the Dutch to neglect the duty of educating their offspring to enjoy that freedom for which their fathers had fought."

We are now in the perils of war; but our country is marching on, through blood, to take a position, we trust, second to none among nations. We must deny ourselves much; we must sacrifice much; but we cannot afford to neglect the education of our children.

Let us by all means have a High School.

: *School Committee.*—ROWSE R. CLARK, PETER M. TAFT.

NORTH BROOKFIELD.

High School.—No appropriation for the maintenance of this school has now been made for two years. A year ago there remained of what had been previously raised, an unexpended balance of \$529.45. Out of this sum the expenses of the term just noticed have been paid, and—adding twelve dollars received for tuition, and eighteen dollars for coal sold district

No. 2—there is now left, as will be seen by the selectmen's report, \$190.21. This amount will be insufficient for another term. At the March meeting a motion to raise one hundred and fifty dollars in addition to what is now on hand, was voted down. Your committee cannot but regret this, and they would express the hope that the town will yet reconsider the vote, and grant the sum above specified; and with some considerations why this ought to be done, this report will be brought to a close.

Is it true economy to dispense entirely with the High School, and can the town afford to do so? "There is that scattereth and yet increaseth; and there is that withholdeth more than is meet, but it tendeth to poverty." The expenditure of three hundred and twenty-five dollars to three hundred and fifty dollars, will support a term for twelve weeks, which will accommodate from seventy-five to eighty scholars; and undoubtedly there will be nearly or quite that number to attend. Many of these will be of an age when they are just leaving, if they have not already left, the district schools, and when, if they can have an opportunity to attend even but a single term at a good High School, it will be of great and lasting advantage to them. More than that, if most of this class cannot go to such a school here, where they can board at home, they will never go at all. And every year there are coming on young men and young women, who have passed through the district schools, but are still desirous of pursuing their studies further. To do so successfully, they must have such instruction as is afforded only at High Schools or Academies. And how vastly might their capacity for usefulness and happiness be enhanced, could they be permitted to have such instruction for two or three terms. But to go out of town to attend a Seminary or an Academy is utterly impossible for most of them, because that involves an outlay greatly beyond their means. What, then, are they to do? What *can* they do? Those who have been in like circumstances will be able to answer.

Now, by opening a High School for one or two terms, annually, the town, at a comparatively small expense, can grant just the assistance that is so much needed. And the lasting gratitude, and the higher preparation for the duties and responsibilities of life, of those who are to be its future citizens, will be the sure reward. Shall they be allowed to suffer forever from the deprivation, in the name of economy, of what can be afforded them at so trifling a sacrifice?

But it is not these older scholars only who need, or are to be benefited by a High School. It is a want of many who are yet in the district schools; and its advantages to such will amply repay the cost.

Your committee would not have the district schools overlooked or neglected. By no means. Let them, rather, receive an increased degree of attention, and a more hearty and generous support. They are the foundation of the whole educational system of the country. The High

School is not designed to, and never can, take their place. Its only office is to carry forward the work begun in the district schools, and to afford an opportunity for making further acquisitions to such as may desire to do so, but whose means, as already suggested, will not allow them to go out of town, and pursue their studies at a Seminary or an Academy. Taking the valuation of the town at \$1,167,467, as returned by the assessors last year, and such a school can be maintained one term per year, allowing it to cost three hundred and fifty dollars, the highest estimate, by an assessment of less than three-tenths of a mill on a dollar. Look at what it may do for the young, and then compute its cost!

School Committee.—JOHN HOWE JENKS, AMASA WALKER, JAMES MILLER.

OAKHAM.

Your committee do not pretend that all the improvement has been made in the schools which might be, but that they have taken a step in the right direction cannot be denied. It takes good scholars as well as good teachers to make a school of high order. We have been glad to see so many of the older ones attending school, and to notice the earnest desire to obtain a good education which has been manifested by them, as well as the ready acquiescence to the teacher's wishes.

Still there are two or three things at least needed before the district school millenium will have fully dawned. Some of that progress must be made in the school-houses; some are now very neat and well ventilated; by some means or other a good school-house is a great help towards a good school, and a great preventive of mischief.

Others would be greatly improved by a little white-wash and paint, which would be of very little expense, and of very great benefit.

We hope to see great care exercised in the selection of teachers. We have plenty in our own town, and we want the best, and those in the right places; for some teachers almost fail in one school, where they might do very well in another. There is special need of guarding, in some of the schools, against teaching the habit of dependence, against prompting, and helping the pupil out of every difficulty, instead of teaching him to work his own way out. Every teacher should be like Hercules in the fable, who helps only after the one helped has worked hard himself. It is more to teach a pupil *how to study, how to overcome* difficulties, than to give him almost any amount of knowledge.

Writing, reading and spelling have been greatly neglected in years past; but few of our teachers can write a good hand, or have given much attention to this subject; however, we are happy to say that a change has been made for the better; and manifest improvement has been made during the

past winter, yet much more progress needs to be made. The day has gone by when men can excuse "a hopeless puzzle of intemperate scratches" by pleading that all great men write a miserable hand. "It is a curious thing," says an English writer, "but going back for a long period you may notice, with few exceptions, prime ministers have been remarkably good writers. Canning, I am told, wrote an exquisite hand. The Duke of Wellington, a clear and noble one. Sir Robert Peel, a most legible one. Lord Palmerston's is a model of good penmanship. Lord John Russell's forcible and distinct."

There is no branch of study so difficult to teach as reading, and in which there is so much failure; good readers are as scarce as they are acceptable; and much more attention might be given to inflection and emphasis, and a natural method of reading, especially wherever the teacher knows how to read well himself.

School Committee.—F. N. PELOUBET, M. O. AYRES, L. P. LOVELL.

OXFORD.

Another obviously needed reform relates to the frequent change of teachers. In four of our schools the summer and winter teachers have not been the same. There are serious objections to this state of things. Competent and permanent teachers are necessary to insure good success. A teacher, however competent, before she can be of much benefit to her school, must be acquainted with the habits, capacities and attainments of her pupils. To learn this takes time, and if the teacher is changed every ten weeks, (which is the length of the term in many schools,) nearly one-fourth of the time of the school is spent in preparing to do the work which the former teacher was prepared to enter upon at once. Your committee would therefore suggest to the prudential committee of the several districts the importance of securing the services of the best teachers; and also of retaining such teachers in school for a number of terms, or if possible for years.

Irregularity of attendance is another serious check upon the progress of our schools. This irregular attendance cannot be accounted for, in many instances by sickness or other occasional unavoidable hindrances, but must be attributed wholly to the remissness of parents and guardians. An inevitable result of this irregularity of attendance is to destroy the interest of the scholar in his studies. The kind and indulgent parent, misunderstanding the true state of the case, often draws the conclusion that the want of interest in his child is the result of mismanagement at school, and cases have come to our knowledge in which, through the misrepresentations of scholars who had thus become indifferent to their studies, working upon the sympathies of parents, and they in their turn upon the sympathies of other

parents similarly situated, much dissatisfaction with teachers has been created, for which there was no good foundation. These complaints almost invariably come from those who never visit the schools; and we earnestly recommend to all parents to form their opinions of schools and of teachers from their own personal observation rather than from any secondary sources; and we urge the vital importance of their enjoining upon their children strict compliance with the requirements of teachers, being fully assured that unless the labors of the teacher are thus seconded by the parents, his efforts, however wise and skilful he may be, will be of little avail.

School Committee.—J. P. DANA, NATHANIEL EDDY, GEORGE F. DANIELS.

PAXTON.

There is much to be found in the *permanent influences* of Common School education, that demonstrates its vast importance. Habits of reading, of writing and spelling, and of mathematical calculation also, formed in school, will be generally followed through life. Many of those who become liberally educated, and even deeply learned in the various departments of literature and science, not unfrequently carry with them the very habits of reading,—errors of articulation and pronunciation,—which they contracted in the days of their childhood. If they are allowed to pronounce “*for*,” faw,—“*war*,” waw,—and “*nor*,” as if it were spelled g-n-a-w, they will generally *gnaw* all that class of words, as long as they live. If they pronounce “*never*,” nevah,—“*power*,” powah,—“*violence*,” voience,—“*pleasure*,”—plazhur,—“*shilling*,” shillin,—though they may go to the pulpit or to the bar, to the public lecture room or to the halls of highest legislation, those peculiarities will usually follow them, and mark them, as those who were carelessly trained by those that had the responsibility of instructing them when they were children. Sometimes these faults may be corrected later in life; but where this is done in one instance, probably ten go on according to the errors which they early imbibed.

School Committee.—WILLIAM PHIPPS, GEORGE S. LAKIN, AMBROSE EAMES.

PHILLIPSTON.

Nothing which *is* or *threatens to become* a source of danger to the highest interest of our Common Schools, can, with safety, be disregarded. Parents should guard against improper influences at home. If good manners are ignored in the domestic circle, our schools exhibit the pernicious influence of parental neglect,—not to say *criminality*,—however faithfully our

teachers may labor to prevent it. Parents have no just right to complain of their school teachers for permitting their children to act out at school, the traits of character begotten and nursed at home. If the parent will swear and lie, or is deceitful, niggardly or dishonest, he ought not to murmur if the teacher does not root out from his children's characters the noxious weeds that his own hands have planted there. Our school teachers act powerfully as a moulding influence upon the youth of our town, and ought to bear only their own weighty responsibilities in this matter.

Teachers "thoroughly furnished" and able to do justice to each and every department of their high vocation are yet a minority. There must exist in the "*inner man*" an aptness to teach,—native talent, a love of children,—implanted there by Creative Power, or one cannot hope to become a successful teacher. And so long as it is human to err in judging our own merits, we are to presume that school teaching, like other branches of business, will be undertaken by some who have mistaken their calling. "The Learned Professors," in which wisdom is thought to exist almost exclusively, are to-day burdened by members out of their proper spheres of action,—preachers, who ought to have been farmers or shoemakers,—lawyers, who never plead "a case" but to insure its loss; and doctors who might have prevented a vast amount of human suffering and misery, had they contentedly served their day and generation by raising potatoes or laying stone-wall. We are in the road to usefulness, only when at work in our own sphere of action. School teaching is a most honorable business exalted, and responsible, however lightly the flippant and thoughtless may declaim against its "drudgery." It demands the exercise of much patience, self-denial, a love for the rising generation, and a desire for their present and future good that fills the whole soul;—sound discretion, and a determination to win success. If these demands cannot, each and all, be fully met by the young aspirant to honors of a Common School teacher, he should at once seek his bread elsewhere.

The man who says he does not *love* children, proclaims his unfitness to *teach* them. They must be loved when unwashed, uncombed, ignorant and neglected;—loved when lovely, but loved and pitied too when vicious and degraded. We envy no man who looks upon the face of childhood, unmoved by any desire to do them good. He may be rich, or learned, or great in some things, but there is a narrowness of soul in him after all. He is not a man, in the most noble sense of that word. A teacher can neither borrow, buy nor feign affection for his flock. As Webster said of true eloquence, it must act "with spontaneous, native, original force." To feign the possession of affection for a child, will not easily deceive him. He has studied physiognomy too long and too profitably to be duped by such pretences, and will detect deception at once.

ROYALSTON.

Every observing teacher must have marked the sagacity of the young in their estimate of character. This is one of those compensations of nature, for their deficiencies and the knowledge of books. Thrown altogether upon observation and intuition, they analyze and decide with a keenness that baffles all description. No mere art can elude, no mere pretence can escape their detection. This unconscious power of "discerning spirit," so eminent in the young, is not to be unregarded by a judicious teacher; but he will adjust himself to this aptitude of young minds, which meet him in every school-room. This instinctive inquisition made by the young with respect to the teacher, is not so much about what depth of wisdom there is in him, as about what spirit is in him.

The decision of this question, in the first few days of school, will often decide the matter of success or failure. The spirit of the teacher will be judged, first by his manners. Nature has labelled man all over with notices of what he is; or, as some one has observed, "The sense takes its tone from the soul." A furtive eye, a paltry voice, a mean style of action, each has a distinctive articulation of what a man is within. Perhaps it is not stating the matter too broadly to affirm, that every genuine, unstimulated action, is a prophecy of character. It is said of William, Prince of Orange, that he made a new friend every time he took off his hat. So every true teacher, while avoiding all that is finical and over-precise, will aim to cultivate those manners that are engaging and impressive, and the want of which would argue a defect of fine perceptions.

And first, we would observe, that success in the management of a school will in a measure depend upon self-reliance, as an element of impressive manner. This implies that there is a degree of self-assertion which is not at all incompatible with modesty of action. In this attitude of assurance there is no small power, for by it is increased the composure that is essential to the free play of what mental power we possess. This self-reliance may be regarded as power in equilibrium, a reserved force that can be thrown upon any point at the fitting time. If this outwork of good government is broken down, there is opened a breach into which rush all tumults and disorder, and the bad boys soon perceive that the teacher has a weak point, where he can be assailed. This firm self-reliance is partly the gift of nature, closely allied to courage that grapples with difficulties; and in part, it is an acquired habit. A conscientious conviction that we are in the path of duty, will do much to inspire the feeling.

In the second place, the manner of the teacher should exhibit self-control. From the days of Solomon, even unto the present, the duty of self-control has been urged in proverbs and aphorisms. But in no position, perhaps, is the exercise of this virtue more demanded than in the school-

room. The "man that ruleth his own spirit" will always be superior in school management to him, who, though highly endowed with intellect and education, is yet wanting of this quality of mind. It may be assumed that in school the general tendency is to disorder and anarchy. Hence the necessity for some force from without, to reduce this disorder to order—anarchy, to system and rule. All of this must originate from the self-control of the teacher, for there is no true government of others, without government of self, first of all. In times of danger and imminent peril at sea, as the safety of all will depend on the self-control of the captain, so occurrences will arise in school administration, in which absence of self-control will shipwreck the most precious interest.

School Committee.—I. P. WILLIS, E. W. BULLARD, E. SEABURY.

RUTLAND.

The subject of the writing books has also attracted our attention. There is so frequent a change of teachers in our schools, and consequently as frequent a change of handwriting to copy, that experience has taught us that scholars do not get a complete and uniform system of handwriting by this course. We find, also, that experienced teachers say, that in those cities and towns where they use a uniformity of copies, that the scholars are better and more finished writers than those whose copies are so frequently changed. We too often see young ladies and gentlemen emerge from school with an exceedingly imperfect system of penmanship. To obviate these difficulties, and with the view of ultimate good to the scholar, the committee have recommended a series of writing books containing some twelve numbers, edited by Messrs. Payson, Dunton and Scribner. This series commences with the formation of each letter, and goes on increasing in grade with perfect uniformity, till it has taught the scholar not only to form a complete handwriting, but how to write notes, bills, bonds, receipts, &c. We find, also, that the schools that have used these books have made far better progress in writing than those who have not. Believing that experience will teach us that scholars will learn to write much faster by using this series than by the other method, we would earnestly recommend them for general use.

We have been gratified to see the measure of interest that has been evinced the past year, for the successful and profitable training of the children and youth now in our Common Schools. And if we mistake not, that interest has resulted in our having better schools in some respects, than it has been our fortune to have in some times previous. Let us be thankful for this; and let us learn from whatever success we have had this year, to improve upon it in time to come. And if any mistakes have been made, let us learn from them to avoid a like experience in future.

School Committee.—CALVIN G. HOWE, J. WARREN BIGELOW, JAMES T. ROOD.

SHREWSBURY.

Of studies, the first branch in consequence, and the key of almost all other knowledge, is reading. Parents, especially mothers, should embrace every opportunity to teach the rudiments; to hear the younger children read, and make corrections. In school, no child in the primary books should fail to read twice a day. A teacher who neglects giving so much attention as this requires, is without excuse and unfit to remain. After so plain a statement, the committee hope to have no further occasion to refer to this subject, either in school or elsewhere.

The scholars in the higher classes, frequently, do not comprehend the purport of what they read, and of course read poorly. The author must be understood. The teacher's first aim should be to give a clear insight into the meaning of each sentence. Without this no good reader can be made. All the elocutionary rules in the world will never do it. When the sense of the piece is obvious, the natural emotions of the reader's mind are to be relied on, guided of course, by these same emotions sharpened by practice and study in the teacher. The teacher ought to correct, and to read frequently for imitation. It is pleasing to acknowledge that, with the exception of more frequently explaining the sense of the authors, and reading for imitation, the proper method of instruction is followed in this town.

Of late years, a remarkable peculiarity in reading has become common. It consists in a most frequent and pointed use of emphasis. The reader seems to be tormented with violent mental throes in selecting emphatic words, which are pronounced with such an abrupt stress of voice that the whole discourse sounds like the irregular strokes of an axe in a forest. Oliver Goldsmith and Washington Irving would be quite astonished could they hear the emphatic words made in some of their pieces. Why should emphasis be selected out for so much unrequited labor? Have we not accent, quantity, pause, tone and cadence, to come in for a share? Quantity and tone are hardly spoken of, hardly used, and they are quite as important in reading as emphasis.

Spelling is a very important exercise, and usually receives sufficient attention in our schools. The committee have noticed, with approbation, a practice common in this town of writing the words to be spelled on the blackboard. It is an excellent deviation from the usual course, and should be resorted to as often as convenient. It is a well-known fact that many who can spell words correctly when standing in a class, are unable to write them with accuracy on a blackboard or in a letter. The practice of writing the words supplies the exercise necessary to amend the defect.

Candidates for instruction are often deficient in this branch. Applicants have been before the committee within two years who have failed to spell

their own names. No doubt it was through inadvertence; but one of the great objects in this study is to correct carelessness and inattention.

Teachers are frequently reluctant to spend much time on writing. Writing is exceedingly important, and the committee have always insisted on it. It should be practiced, at least, every other day. The committee are happy to give a favorable report on this subject, with a single exception. One teacher, the past winter, considered it impossible to pursue this branch without neglecting others. After examining the condition of the school, it was thought best to allow writing to be dropped, from a fear of a deficiency in every thing. What a humiliating acknowledgment to offer to the town! What a statement to make to the authorities of the Commonwealth, who honor every report with a diligent perusal!

School Committee.—GEORGE LEONARD, FRED. A. BRIGHAM, WILLIAM H. KNOWLTON

SOUTHBOROUGH.

It is now about three years since the present system of school-management went into operation, leaving the entire charge of schools and school property, and the appointing of teachers, in the hands of the town's committee. Many persons, we are aware, consented to the change with misgivings as to its propriety—it was breaking up a long-established custom, and seemed like taking power from the many and giving it to the few. Some opposed the plan from honest conviction of duty, believing that its operation could not prove otherwise than unsatisfactory; but after witnessing its practical workings and feeling its advantages, we think ourselves justified in saying that it meets with general approbation, and that its opponents are very few in number.

One serious objection to the old system of two committees, was the want of responsibility connected with it, in relation to the charge of school buildings and appurtenances; prudential committees were apt to be very jealous of their power in connection with the appointment of teachers; but the care of school property failed to awaken their interest. They rarely visited the schools during term time, seeming to feel that every thing connected with them was in charge of the town's committee; and the latter, not deeming it within their province to look after the school buildings or furniture, they were injured with impunity; the doors in many cases were left unfastened throughout the year, and all who remember the condition of our old school-houses and their surroundings, will not require that we should describe more minutely the treatment which in many cases they received.

✓ Astonishment is often expressed by visitors from other towns at the fine appearance of our school-rooms. We believe that in our six new school-

houses but little needless injury has been done—all look nearly as well as when they were completed, about three years since. *We would ask if this is not to be accounted for from the fact that every thing relating to the schools and school property is in the hands of one committee, the members of which expect to be answerable for the manner in which they fulfil their trust?* The teachers understand that they are held responsible for the condition of the buildings while they are in their charge, and the children are made aware that the law against wilful injury (chap. 161, sect. 67, Rev. Stat.,) will be enforced, if occasion requires. This understanding is all that is necessary to protect this property. There is no reason why our school-houses should not be preserved and kept looking as neatly as our churches, reasonable and necessary wear excepted. We believe in having the school-house clean, well-furnished, and attractive; we wish the children to respect it; they are taught to look upon the school-room as the teacher's parlor, where romping and rude games are prohibited. No pains or expense was spared necessary to make our school-houses complete in every respect, and it is the duty of the committee to see that they receive proper treatment.

Little was it thought three years since, when the employment of female teachers for our winter schools was so ably urged upon the town in the report of the school committee, that old and firm-felt prejudices would so soon be overcome;—our ward schools have been during the past year, for the first time in their history, under the entire charge of female instructors apparently to the almost universal satisfaction of parents and children.

We congratulate the town that this most important step in the path of progress, as well as economy, has been taken, and with the general consent of parents and guardians.

Your committee feel warranted in asserting that in no one year since they have known the schools, has so much valuable knowledge been gained by the children, such good order preserved and harmony maintained, as in the year just closed.

The advantages of female teachers were so fully set forth in the report of your committee of last year, that we feel it unnecessary to go into any argument at this time to prove them. We would refer all doubters to that report, and to the condition of our schools, as may have been witnessed at the examinations, and to the particular statement in connection with each, which will be found appended to this report.

It is vain to look for much progress in a school where the teacher is changed two or three times in a year, as must necessarily be the case where a master is employed in the winter, and a mistress in the summer. Our most successful schools are those which have been under the charge of the same teacher the greatest length of time.

School Committee.—HENRY H. PETERS, RICHARDSON GODDARD, PETER FAY.

SOUTHBRIDGE.

Some of our teachers need to avail themselves more extensively and uniformly than they are in the practice of doing of those helps to educators of children and youth, which are proffered them by our Normal Schools, Teachers' Institutes, Teachers' Associations, periodicals devoted to the interests of popular education, &c. But few, if any, of them have ever attended a term at any of our Normal Schools; they do not generally take the pains to be present at the Institutes and Associations when holden in this vicinity that we should be pleased to see them do; and but a small proportion of them, so far as we can learn, patronize and read any educational paper or magazine.

What would be thought of a minister who should not take and read a religious paper? or of a doctor who should not keep himself posted in the discoveries and improvements made from time to time in the healing art, by attending medical lectures and reading publications devoted to the diffusion of knowledge in relation to that art? or of the lawyer who should not be constantly gathering up, by reading and observation, all the information he could concerning his profession?

Is it less unwise and faulty in teachers to neglect to use the means at their command to keep themselves posted in matters pertaining to their calling, and suited to help them pursue it with credit to themselves and advantage to the intellectual interests of the young?

If teachers do not increase in the knowledge of good rules and methods of conducting their schools, they will decrease therein. If they do not go forward, they will go back.

There is with them no possibility of standing long in the same place, any more than there is with persons in other callings. Moreover, teachers in the lower grades of schools especially need to look beyond their school-rooms for intellectual food and stimulus, or their minds will become weak and inactive. Service in these schools has a tendency to dwarf and enfeeble the mind, and teachers who serve in them should seek and use outside means of intellectual growth and vigor.

And here we submit a few remarks for the special consideration of our teachers on the necessity of their giving more attention than some of them have been in the practice of doing for several years past, to this branch of popular education—spelling. In the multitude of new studies which find their way into our schools in these modern times, there is a tendency to turn the attention of teachers and scholars too much away from this branch.

We submit a few recommendations as to the ways in which this evil may be remedied, and our youth become better spellers. In the first place, let teachers allot a due proportion of the school-time of each day for one exercise or more of all their classes in this branch. We refer here to the

teachers in all the schools except the one in the High School. Spelling should be a leading study in all the schools but that; and even there it should not be laid aside, as we have seen it is not by the present teacher.

In all the grades of schools below that, let the teachers thoroughly drill all their classes once or twice every school-day in this branch, devoting as much time at least to each exercise as the length of time devoted to recitations in the other branches pursued in their schools will average.

In the Primary and Intermediate Schools, the classes should have not less than two exercises each day in this branch.

All the scholars that are old enough to study should invariably have their spelling lessons pre-assigned to them, and be required to prepare them with as much care as circumstances will allow before being called to recite them.

The exercises in this branch should be partly oral and partly written, as the use of both methods will afford more aid to the memory than that of either alone.

Most persons do, and probably must, spell more from memory than from any rules which writers on orthography have yet published. These rules can afford young scholars, such as our Primary and Intermediate Schools are wholly, and our Grammar Schools are largely composed of, little or no assistance, because they involve grammatical and other principles with which they are unacquainted, and which they do not understand.

These scholars, therefore, must learn to spell chiefly by memory; and those methods which are best suited to fix the sounds and forms of words in the mind are the fittest to use in teaching them this art.

In the oral and written methods, both the ears and eyes of pupils are brought into use and made to contribute to this result; hence the propriety of using both methods.

Some persons spell words mostly from the memory of their sound, others from the memory of their form, while all are probably more or less assisted by the memory of both.

Observation and experience have shown that those scholars which have been instructed in this branch wholly or chiefly by the oral method, while they spell very well in that method, signally fail in the written method.

On the other hand, many that spell well with the pen or pencil as signally fail in the oral method.

Using both methods, let teachers faithfully instruct their scholars in this branch; as an aid to success in this instruction, let them, by patient and continuous effort, teach them the elementary sounds and powers of the letters in the English alphabet in all their divisions, vocals, subvocals, mutes, consonants, liquids, &c.; let them, when the oral method is to be used, require them at times, to practice the old-fashioned and, in many respects, useful custom of reading and pronouncing aloud the words in the lesson before

attempting to spell them ; in a word, let them feel how important it is that due pains be taken by them to make better spellers of our children and youth, and act accordingly, and the end will be attained in due time.

School Committee.—W. W. WILSON, E. CARPENTER, S. S. PARKER.

STURBRIDGE.

As the town are aware, the sum of \$1,587.55, is insufficient to give each district the amount of schooling required by law. One of two things must be done, appropriate more money, or consolidate the districts. The cheapest way in the end, by far, will be to raise by taxation sufficient means to give each district six months' schooling. In a town like this, it will be found difficult to lessen the districts without depriving a number of children of the privileges of school during much of the year. The town must be too well aware of the useless, troublesome, vexing attempts to abolish school districts in years past, to undertake any thing of the kind now. We hope the town will devise liberal things for its children and youth ; especially do we hope that individuals whose children have grown up and no longer require schooling, will not lose in the least their interest in the cause of education. We have a community of interests to sustain, and some sacrifice must be made for the public good. He who cries hold, stays the chariot wheels of progress. Our Common Schools should be among the objects of our most earnest solicitude and watchful care. Citizens of the time-honored town of Sturbridge, look not at the matter in the light of dollars and cents, but rather as promotive of the best interests of society. The sum of one hundred and fifty dollars, additional to the usual appropriation of the town, will be sufficient to give the amount of schooling required by law, provided teachers can be procured at the low rates of the year past. We would urge, however, the generous policy of an appropriation of three hundred dollars, which will be sufficient to provide for all contingencies. To resort to any means under present circumstances to shirk this, will not be very creditable to the town.

School Committee.—S. G. CLAPP, ANDREW REED, EMERSON JOHNSON.

SUTTON.

We take this opportunity to express anew our deep interest in those who will so soon become the law-makers, or the law-breakers, of the land. The youth now occupying a place in our Common Schools, after being moulded a short time by such influences as are brought to bear upon them there, will arise and take the management of the affairs of state into their own

hands, whilst we go down to the resting-place of the fathers. These, now children, will then be men, moving and acting by impulses received from the present generation. Our impress for good or evil will remain to a great extent upon them.

The want of their day, as of ours, will be, men of strong and vigorous intellect to fill the places of moral, civil and political trust.

Large and unflinching patriotism will be demanded then, as now, to preserve the judicial, the executive and the representative powers of the State aright. What are the nurseries of such intellect and patriotism? The home training, the public education, and the moral teaching are the laboratories in which we polish and bring out those gems. Our fathers have taught us, and our own observation and experience corroborates the lesson, that our Common Schools are among the most prominent public means of planting and nursing truth, justice, patriotism and love in the heart-chambers of the young. Furthermore, from what class of men have the bar, the pulpit, the legislative and executive bodies of this country, drawn their brightest and most lasting ornaments? History declares it to be from the poor, who have begun their race in the Common Schools. Then when we strike a blow at the Common Schools, do we not eclipse our own good name and cast a dark shadow on all that are affected by it? Is it not putting out the eyes of the poor as well as taking bread from their mouths?

Have we not then, fellow-citizens, made a mistake in voting to curtail by one-fourth the means of intellectual culture now enjoyed by the children of the poor? Is it right to cut off the only means that they have of competing with the children of the rich? If we are beset with petitions from the struggling poor for pecuniary aid to-day, let us avoid taking any steps that shall directly or indirectly reinforce that class in the next generation. The poor man asks for the Common School for his children, not for himself, and it is an honorable, an ennobling act on the part of the tax-payer to grant it. Shall we not be drifting towards ignorance, poverty and crime, if we curtail the Public Schools? What surer way can any one devise for stinting the intellect and dwarfing the man? There is a class of men in the land that are charged with loving to keep their followers in ignorance, that so they may lead them the better, but surely we are not of that class.

We urge, then, upon every tax-payer to review the matter and decide to preserve the Common Schools from suffering during the present trials through which we are passing. And we sincerely hope that every man who has any interest in the future welfare of the town, will give the Common Schools his sustaining vote.

School Committee.—JOHN S. HARADON, NEWEL WEDGE, J. M. NEWELL, M. D.

TEMPLETON.

The prosperity of the schools depends upon a right co-operation between parents, scholars and teachers. We desire, therefore, to urge upon the people the importance of careful selection of teachers, and of sustaining properly those who are actually put in charge of the schools. Parents should take pains to know what lessons their children are engaged upon, and how they are studying and reciting their lessons. Scholars should be discouraged from taking up notional complaints about their teachers. We have repeatedly had reason to be satisfied that children have carried home complaints against their instructor, when the real cause was, that they were required to study better than they had done under some other teacher. And in cases where parents feel that some oversight or misjudgment has been committed by the teacher,—and when we consider how many mistakes occur in family discipline, it will not seem strange that some should be committed by teachers,—the best way is for the parents to say nothing to the children, at least at first, more than to ascertain the real facts, and then speak candidly and fairly to the teacher on the subject. There are not many placed in charge of our schools who would not give respectful attention to such a subject; and if they refused, it would then be time to acquaint the school committee with the case.

It is well for teachers also to have access to the minds of the parents, to seek information, and to impart it, upon the subjects of their daily efforts. A few words may often remove misapprehensions, and secure the aid of parental authority in a good direction. We strongly approve of the practice, whenever teachers are disposed to adopt it, of keeping register cards of attendance, deportment, and quality of recitations, to be sent home weekly for inspection. Such cards were carefully and profitably used last year, in some of the district schools. They are also used in the High School.

In regard to the selection of teachers, we think that the present abundance of persons seeking such employment, imposes upon prudential committees the duty to be very circumspect in securing those who are likely to be well adapted to the place. More discrimination should be used, than is sometimes done, in regard to the comparative standard of wages. There is great difference between the market value of the services of a beginner, of whom no one can be sure what the adaptation to the place will be, and of one who has had many terms of successful experience, and is of advanced attainments. Disregarding this difference, we find contracts made every year, in this and other towns, when the same wages, or nearly the same, are given to one who has none of that acquired skill which comes only by experience, as were given a year previous, to

another of very different merit. There were some such cases among us last year.

And, as a general thing, we would not advise persons to commence teaching at an extremely early age. Even if they are sufficiently good scholars to "get a certificate," that is not, of itself, quite enough. It is not likely to be so well for those who commence very young, nor for their employers, as if they waited two or three years longer.

School Committee.—EDWIN G. ADAMS, LEWIS SABIN, GERARD BUSHNELL.

WARREN.

The school committee, in making their annual report to the town, are enabled to say that the schools, for the most part, have been well sustained, and some of them have been eminently successful. Where failures or partial failures have existed, it has been in a want of order in the schools, or, of energetic and efficient government on the part of the teachers. In every department of labor there are diversities of gifts. All do not possess the same tact or talent—all cannot accomplish the same amount of good, or secure the same measure of approbation in the good which they do accomplish. This is eminently true in school-keeping. The best of teachers are rejected by some, who, at the same time, will approve of others of far inferior qualifications.

In the examination of teachers, candidates may appear well, and give fair promise of success, who may fail entirely in the hour of trial. Some, concerning whom we have cherished high hopes, have failed to meet our expectations; and others, of whom we have entertained fears, have succeeded admirably in the discharge of their duties. The committee, therefore, cannot, on the mere examination of candidates, decide who possess an aptness to teach, or who will essentially fail in that particular.

It is not simply knowing what may be learned from a few standard textbooks, that prepares one to give instruction to juvenile minds. There must be a love for the service—a devotion to it, and an earnestness and resolution in it, that will infuse life and energy into the school, or it will prove little else than a failure. The teacher must understand human nature, as it is practically understood by children, or there will be a failure both in government and in instruction. Without life and animation on the part of the teacher, there will be none on the part of the pupils, and instead of interest and improvement in the school, there will be little else than a loss of time and money. Children are imitative creatures; and what the teacher is in efficiency, they will be in regard to study. We can only express the wish that no persons may ever be presented to the committee for approbation to teach, but such as are moved thereto by an earnest

devotion to the work, and are conscious of possessing so much of life and animation as will instil interest and ambition to learn into the minds of the pupils. None but living spirits should ever have the school instruction of the young.

Chairman.—S. S. SMITH.

WEBSTER.

In reviewing the labors of the past year, we are gratified in being able to report the schools generally in a more favorable condition than at the opening of the year. We are also pleased to notice an increased interest among parents in the several districts, in favor of greater regularity in attendance, thoroughness in study, discipline and deportment in our schools. And this movement, emanating as it does from the right source and moving in the right direction, gives cheering augury of their future welfare. Never can we receive an equivalent for the money appropriated for the support of our schools, until parents, teachers, and committee, work together with singleness of purpose for the accomplishment of this end.

In a country like ours, where all classes possess equal political power, an imperative necessity exists for the education of all. Our fathers foreseeing this, wisely provided, in the organic law of this Commonwealth, for the establishment of free schools and for the broadest dissemination of learning. And as a result of their wisdom and forethought, we now enjoy educational advantages equal to any, and far transcending those of most other people. To protect and transmit these advantages unimpaired to future generations, should be the especial care of every one claiming the name of an American.

School Committee.—F. D. BROWN, E. G. BURNETT, WALDO JOHNSON.

WESTBOROUGH.

The condition of the schools, as a whole, during the past year has been one of average good order and progress. If, in a few schools there have been disorders, or a declension from the previous standard, in others there has been decided improvement, both in discipline and intellectual progress.

It would, in the judgment of the committee, be an advantage to the schools and a benefit to the teachers, if parents would show more interest in their children's education, by visiting the schools more frequently. They would then have an opportunity to see for themselves the condition of the schools; and if they observed evils which ought to be corrected, or came to know in any other way, of the existence of such evils, a friendly suggestion to the teacher might in many cases secure their correction. This

would be much better than to take up such reports from the school as come to them through witnesses not always impartial and reliable, and to make these reports the subject of free conversation among their neighbors, or of unguarded comment before their children, a course which is eminently calculated to aggravate any existing evil in the management of the school. There may be disorders or improprieties which are not known to the teacher, though known to the parents. They may occur during the intermission, when the teacher is not present to observe them; or they escape the observation even of a faithful and conscientious teacher. No teacher can see all that is done in school; and teachers who are otherwise equally competent and careful, differ very much in their ability to exercise that rapid and comprehensive vigilance which is so conducive to successful discipline.

The committee have been impressed with this truth, as one result of their experience the past year—that the want of discipline in any particular school exerts a damaging influence upon other schools. This effect is particularly manifest in the Central District, where there is a plurality of schools, and where the intercourse of the scholars with each other is more frequent. It is for the interest of every parent and every family that all the schools should be in the best possible condition.

In regard to cases of discipline requiring the infliction of punishment, the committee are aware that the great diversity of circumstances, which can be known only to each teacher, makes it difficult to lay down any general directions. Still, there are certain principles which should not be overlooked, and which need to be often impressed upon the minds of teachers. It is important to guard against destroying or weakening that self-respect which it is one of the prime objects of education to cultivate and increase. In some unhappy instances there may seem to be an almost total want of it in the pupil; and such cases usually occasion teachers much trouble. But in other instances it may exist, and be very sensitive, even in connection with much that calls for censure and correction by the teacher. Another important rule is to make the punishment and the manner of its infliction such as to be as little provocative of obstinacy on the part of the pupil as the nature of the case allows. It is well, also, to avoid as far as possible, making an issue with a refractory pupil, on a comparatively slight offence, lest the punishment which the teacher knows to be well deserved on account of repeated previous misconduct should seem to the subject of it, and to the other scholars, unduly severe for the particular fault for which it is ostensibly inflicted. In this respect, and in every other, it is of great importance to successful discipline that nothing be done which is calculated to enlist the sympathies of the pupils on the side of the offender. It will be the part of the discreet teacher to determine, in any particular case, whether these principles require or allow the punishment to be inflicted

before the whole school. That there are cases in which the discipline of the school will be best promoted by this publicity of punishment, we would by no means deny. But we think a more private infliction, accompanied with calm admonition, is preferable in by far the greater number of instances. In this case the pupil has no temptation to brace himself against the authority of the teacher, in order to acquire the reputation of a hero among his schoolmates; he is much less likely to be provoked to an obstinate resistance, and his self-respect is less wounded by the disgrace of punishment. He will be likely to yield much more readily, and to be much more benefited by the correction. These last suggestions do not apply, of course, to those lighter and ordinary penalties, which are but the enforcement of the standing rules of order in the school; but to those cases of a less usual and more serious character, and especially to those in which it is found necessary to resort to corporal punishment.

In conclusion, the committee would express the earnest hope that our Common Schools will not be forgotten or neglected, in these times of excitement and national distress, and that the usual liberal appropriation for their support during the coming year will not be withheld. We may be obliged to retrench in many things, and to deny ourselves many luxuries and some conveniences to which we have been accustomed; but let us not deprive our children of those opportunities of education, the loss of which can never be fully repaired. It were better to practice retrenchment in their food and their clothing, and thus deny them the gratification of their palate and their pride, than to deprive them of that knowledge which is at the same time the food and the adornment of their minds.

School Committee.—A. N. ARNOLD, E. T. FORBES, R. BOYNTON.

WEST BOYLSTON.

Several of our scholars read excellent papers of their own composition at the closing exercises on examination days, showing a capacity for clear and sparkling thought. Excellent feats in spelling were given during the winter terms, especially in No. 5, Mr. Howe's school; twelve hundred words in the second class were spelled, and Hattie Russell and Florence Buck did not miss a word. We earnestly recommend more attention to spelling exercises in all our schools. We have improved our schools, we hope, in several particulars. In attendance, we think we go above any preceding year, and have carried them up as high as eighty-three per cent.

There has been less of tardiness—a great evil—in our schools, and we have been much less troubled this year with whispering—a plague to all progress.

Our schools are on the ascending grade. Your committee have watched them with much solicitude, and cheered and encouraged the scholars in our frequent visits, to make renewed efforts to reach the highest goal of excellence in learning and moral worth. We feel a consciousness that we have tried to do our whole duty, without fear or favor, and still we feel there is greater work to be done, and nobler achievements to be gained by our schools in the future.

School Committee.—GEORGE W. WARREN, J. H. WILLIS, THOMAS V. PHELPS.

WEST BROOKFIELD.

Thoroughness.—It is a very common error in schools for pupils to rush over a great deal of matter without its being sufficiently understood to be retained. This is worse than nothing; since it can be of no possible value, and all the time spent in obtaining this superficial knowledge has been entirely wasted. More credit is due to teacher or scholar who advances a little, and has that little perfectly. Yet how often we hear what wonderful progress has been made because such a one "has been so far." Some of the common English branches are sadly hurried over or neglected. The result is, some of our so-called advanced scholars are very poor readers and spellers. This subject should be attended to, and if there is any such fault in our schools, let a reform be immediately commenced. What is but half-known is better not known at all. We may finally say that what a scholar thoroughly learns, that may he practice to advantage; but that of which he has only a superficial knowledge, will lead him to err.

Examinations.—With the modern improvement in conducting the every-day business of school, we look for an equal advancement in managing the exercises of examination day. Instead of a preparatory drill of a few days on the programme of the last day's work, we believe it to be each teacher's duty to begin to prepare for examination at the opening of school. If classes are drilled to show off, they are drilled to deceive. A scholar in arithmetic who has been sent to the board the day previous to the closing exercises, and practiced in performing a certain example, and on the following day by *mere chance* has to perform the same example, is not prepared to give a just exhibition of acquirements.

At prepared examinations recitations may pass off livelier, scholars appear smarter, and visitors may be better entertained; but the truth is gilded over with the glittering tinsel of fraud. We believe it to be better, intellectually and morally, to have unprepared and embarrassed scholars tell half they know than to have self-possessed pupils prepared to recite more than they are real masters of. Greater inducements will be offered

to both teacher and scholars to do the work of school thoroughly, from beginning to end, if *all* shall understand that nothing prepared will be accepted at the last day. May the day soon come when a prepared examination will be considered worse than a failure.

School Committee.—WM. R. THOMAS, FREDERICK HOLT.

WESTMINSTER.

There are a few individuals so well adapted to a teacher's calling by nature that they will generally succeed in spite of any ordinary obstacles, but the majority need the hearty co-operation of all concerned for success, and without it they fail. It should be remembered, however, that the best teacher succeeds enough better for having the co-operation of parents to warrant this effort on their part. The compensation of teachers is thought by many to be too high, in proportion to other callings. A sufficient inducement should be offered to invite persons competent by nature for the calling to engage in it, and nothing more; for persons unfit by nature for it, as in other callings, should not engage in it; and if they do, must meet the inevitable result of ill success.

We next allude to some of the duties of parents that are not always well performed. The first is, laying aside prejudice if any exists. Too many are unwilling to do this, though claiming to desire a good school. We have little doubt that some teachers have failed, who otherwise would have succeeded, simply because some patron determined they should not succeed. This feeling is engendered from various causes. A teacher is a friend of some enemy, or thinks politically or religiously differently from some one, or differs in his mode of teaching from a favorite teacher, or possibly he has no favorites in school, which, to the parents of a petted child, is often an inexcusable fault. All these, and various other things are at times, we fear, made pretexts for efforts against a teacher's success, and thus the usefulness of a school is destroyed, and the reputation of a teacher injured. Such a course indicates any thing but a magnanimous spirit on the part of those who indulge it. Manifest indifference on the part of parents is bad enough, and to be deprecated, while active opposition is ruinous to the interests of a school. Give, then, we say, a positive influence in favor of your teacher and your school when you can do it conscientiously, and the improvement of your children will amply repay the outlay. If faults exist, do not publish the fact to all your neighbors, but go to the teacher, and in a friendly way secure his confidence, and admonish him kindly. Or, if you choose, inform the superintending committee, that they may look after the matter; and be careful to do your duty thoroughly before accusing them of remissness in their's. To do what is here

suggested, is the imperative duty of every patron of a school, and to do less, and censure others, is, to say the least, unreasonable.

To recapitulate : Furnish comfortable houses, neatly arranged ; employ good teachers ; send your children when schools begin, well supplied with books, such as are suitable to their age and capacity, and early instil the thought into their mind that they are to master what they begin, as the only preparation for advancing to higher studies ; let their attendance at school be punctual and steady ; let your influence be hearty and positive in favor of the teacher ; visit the school often that you may know the condition of the school, and learn the progress that is making. In a word, avail yourselves of any means that shall make the school pleasant and profitable to your children.

School Committee.—CLINTON WARNER, B. EMERSON, T. D. WOOD.

WINCHENDON.

Economy.—As there is such a demand for economy in every thing, it is probable that the appropriation for the support of schools will be considerably diminished in the coming season. If so, the terms will be shortened to some extent, and the privileges of the children will be less in proportion. But let there be economy in another quarter, and this evil will find an excellent remedy. Not far from twenty per cent. of the scholars were absent from the schools, on an average, during the year under review. Now if parents and children will make a resolute effort to be punctual and constant in attendance, the greater part of this waste will be saved, and our children will make as much improvement as in years when the terms were longer than they will probably be in the year before us. This kind of economy would be doubly productive ; for not only would time be saved ; but good habits would be formed.

School Committee.—ABIJAH P. MARVIN, ELISHA MURDOCK, EDWIN S. MERRILL.

WORCESTER.

Summary of Schools.—The number of public schools in the city on the first of January, 1862, is sixty—an addition of one since last year—forty-eight in the centre district, and twelve suburban. All of them, except the adult and the suburban, are graded, and have a school-year of forty-three weeks. The suburban school-year comprises forty weeks. The adult schools are in session only in the winter.

The schools are classified as follows :

Classical and English High School,	. . .	1, employing	6 teachers.
Grammar Schools, first grade,	. . .	4,	5 "
Grammar Schools, second grade,	. . .	6,	8 "
Secondary Schools, . . . . .	. . .	12,	13 "
Primary Schools, . . . . .	. . .	12,	17 "
Sub-Primary Schools, . . . . .	. . .	11,	14 "
Adult Schools, . . . . .	. . .	2,	2 "
Suburban Schools, . . . . .	. . .	12,	15 "

Teachers.—The sixty Public Schools give employment to eighty teachers of whom seventy-four are females. While, in the education of the young, none question the expediency or propriety of following the order of nature, which places the earlier years of childhood almost exclusively under female influence, there is almost equal unanimity in the opinion that, at some period of their school-life, children should be transferred from the control of a woman to that of a man—from the influences of a feminine to those of a masculine mind. At what period the transfer should be made is a question not yet definitely settled. Our system makes the transfer on purely intellectual grounds. The standard of scholarship alone determines whether a child shall be taught by a woman or a man. Those who have given this subject the most careful attention are convinced that there are other weighty reasons which should be considered in attempting to solve this somewhat complicated problem. Males are not always, or generally, better teachers, or better disciplinarians, than females. But a child that has not self-respect enough to cheerfully and promptly comply with the wishes of a female teacher, will sometimes have respect enough for authority which he knows will be enforced, to obey a man on the first intimation of his will. This class of pupils is not numerous in the city, but their inferior scholarship is commonly an effectual barrier to their connection with the graded schools under the charge of men.

It is a very serious question what the public shall do for truant and vagrant children. Legislative skill has been employed to determine what to do *with* them. Must not the city determine what shall be done *for* them? They cannot all be sent to the State Reform School, and if they could, the extent to which they would be reformed there would be somewhat questionable. If there were in the city a school, continued through the year, under the charge of a kind and firm man, whose intuitions would enable him to discover latent germs of intellectual and moral worth and whose skill and patient labor would develop those germs, to whose charge the habitual truants, the vagrants who are educated into crime in the streets, the obstinate and perverse gathered out of all the schools not under the charge of men, should be committed, would not the moral effect be salutary? Would there not be less restiveness under the wholesome restraints imposed by the teachers? Would not the insolence and haughti-

ness of "young America" be somewhat abated, and truancy be greatly checked, if not wholly abolished?

Teaching, if not a recognized profession, is an art whose successful prosecution requires no less skill, tact or wisdom than any of the professions. Nowhere are higher moral qualities demanded than in the teacher. Firmness must be blended with gentleness, patience with cheerfulness, and kindness with severity; and the substratum on which all other excellent qualities must rest is that much-abused, but never too prominent quality, common sense.

Of her teachers, as a class, Worcester has no occasion to be ashamed. By far the larger part of them are earnest and industrious, and so devote themselves to their own advancement, that they take their schools along with them. Their willingness to listen to, and improve by suggestions, and the generous emulation which makes them unwilling to have a school inferior to the others of the same grade, have made it both possible and easy to elevate the standard of the schools.

A feature worthy of particular attention, since it is intimately connected with the stability and prosperity of the schools, is the small number of changes during the year in the ranks of the teachers in the centre district, and the relatively large number in the suburban districts—the changes in the former being only fourteen per cent. of the whole number in the district, in the latter seventy-seven per cent.

Adult Schools.—The adult schools are two—a day school exclusively for males, and an evening school for both sexes. The schools were in session fourteen weeks, and were attended for longer or shorter periods by one hundred and fifty-eight pupils, of whom thirty-three were females.

These schools have never given the committee entire satisfaction. The unequal attainments and the different mental capacities of the members make the classification of them extremely difficult and sometimes impossible. The chief defects have been a want of proper discipline, of prompt and cheerful obedience, of respect for law and deference to authority. Before taking lessons in reading and arithmetic they need to be taught the rights of property, habits of neatness, and the proprieties of social life.

On opening these schools in December, 1861, the committee had special reference to these defects, and aimed to remedy them. The teacher, Mr. Thomas Wheelock, was authorized to commence his instructions where they were most needed. The experiment has been made thus far with very gratifying success. The schools give greater promise of usefulness than ever.

Sub-Primary Schools.—This grade of schools has been recently formed. Its formation was recommended in the annual report for 1859, and the principle was applied to the schools on the Common the next year with so manifest success that, one year later, it was extended to all the Primary

Schools in the city except three, where the location of the schools on the extreme limits of the centre district and the want of suitable accommodations made the change inexpedient.

This classification contemplates bringing the children that are incapable of studying books and that must be taught orally, if taught at all, into schools by themselves, and adapting their instruction and discipline to their capacities and tastes.

The first requisite of a good school of this grade is a suitable teacher. This is important in any school, but here it is indispensable. It is a common, but a mistaken notion, that almost any person is qualified to teach the alphabet and the primer; and the prevalent idea that a teacher, in going from a school of a higher grade into one of these is thereby degraded, is too absurd to claim a moment's attention. While a teacher in this department must have abundant mental resources, must know much and be able to simplify her knowledge and adapt it to the capacities of her pupils, her most important qualification must be of the heart. Patience, gentleness, love are as potent and as useful as knowledge, industry, and skill. Several of the teachers now in charge of these schools are models worthy of study and imitation. In no place can a teacher of the highest qualifications be more useful than in one of these schools. If a doubt on this subject still lingers in any one's mind, let him spend an hour in the school of one of the best of the teachers of this grade, let him witness the cheerful school-room, the happy children, the interest awakened in these young minds in the exercises of the school, and the rapidity with which they acquire a knowledge of the alphabet and of its uses, and his doubts will all be dissipated.

Superintendent.—J. D. E. JONES.

H A M P S H I R E C O U N T Y .

AMHERST.

Grading of the Schools.—For twenty years, within the observation of some of your committee, has the subject of grading the schools been more or less agitated in this town, and for many years have we neglected the statute of the Commonwealth, which requires the maintenance of a High School, ten months in the year, in every town containing five hundred families.

Both the requirement of the statute, and the obvious interests of the schools, have till the past year been overruled by considerations arising

from the geographical form of the town, or want of coincidence of views as to the proper objects of our school system.

Prominent, perhaps, among the reasons why it has been so difficult to persuade the majority of our citizens that it was proper and best to organize our schools upon the present plan, is the erroneous notion that it is an innovation,—a departure from the ways “sanctioned and sanctified” by the wisdom of our fathers.

The truth, however, is that more than two hundred years ago, in the year 1647, substantially the same law which now stands upon our statute books, was enacted, and has with little variation ever since continued, requiring the maintenance of Graded Schools, from the Primary to “the Grammar School, in which children may be prepared for college,” in which the children of the poor shall have equal privilege with the children of the rich, and in which all shall be trained, with concurrent family fidelity “to some honest, lawful calling, profitable to themselves and to the Commonwealth.”

The wisdom of these enactments has been confirmed by two centuries of almost fruitless effort to improve them by subsequent legislation. In the laudable efforts of our most sagacious legislators and educators, to improve our free schools, great study and the most vigorous inquiry have been devoted to the cause, and it is most worthy of notice that the result is rather an attempt to realize what was so comprehensively devised in 1647, than the conviction that any worthy advance could be made upon the thoroughness and efficiency of the system then established.

And it is seen that it may be realized by a much less burden upon taxpayers, than that which our fathers were willing to assume, to secure the incomparable blessings sought.

The grading of the schools is no innovation; it has been practiced not only in those towns where the statute makes it an indictable offence not to maintain a High School, but in very many of our smaller towns also, where a sufficient number of scholars could be collected to classify them, according to their wants and attainments. The propriety, not to say the necessity, of this course is too apparent to be doubted by any, who give a thoughtful attention to the proper work, or the practical results, of our Public School instruction.

Classification of Scholars.—The first element of the excellence of any school, and that which is absolutely essential to its efficiency, is found in the proper classification of the scholars; and such classification is simply impossible in such mixed schools as ours have been heretofore. The ideal of a perfect school,—that toward which all intelligent educators strive, is one in which there may be the greatest uniformity of discipline, the most perfect adaptation of the instruction to the capacities of the pupils, and such methods as will the most naturally interest all their minds, and fill up the hours

allotted to school duties with something useful and constantly improving. Were a class of twenty-five or thirty pupils of nearly equal age, and level attainments, to engage the entire services of one teacher, possessing talent and resources sufficient properly to interest all its members and fully to occupy their attention, it would form the most effective and complete school conceivable. In our schools, it is most obviously our duty to devote our efforts, first of all, to this matter of classification ; to bring together so far as practicable, those whose necessities and aims and tastes agree, and who may as one class receive the greatest amount of instruction appropriate to their capacities.

Look at the condition of mixed schools, such as ours have hitherto been, from this point of view,—at the amount and variety of school-room duties.

Instead of the thirty pupils, as above, formed into one properly associated class, the same number are from necessity classed as follows :

1. Two children of five years of age, who are now to battle with the most appalling difficulties in the whole work of their education, the acquisition of the alphabet, with such aid and comfort as can be afforded by a fearfully whiskered man, whose head, heart and hands are full of multitudinous duties, and in ten minutes of daily assistance.

2. A class of three, who by tender nursing and intense exertion of both eyes and ears are to be inducted to the incomparable mysteries of the pictorial primer. No less than ten minutes, twice a day, (or twenty minutes) will suffice to awaken this class from their slumbers, to arouse a consciousness of responsible action, bring them to the crack in the floor, arrange them in order, find their places in their books, explain the pictures, excite their interest in the wondrous bird with big eyes, and then to make them comprehend the sentence, "Owls can see in the dark." After which they are to be quietly guided back to their seats, placed in positions where they can be watched, and every uneasy motion kept under due restraint, till their older brothers or sisters are at liberty to protect their homeward retreat.

3. Twenty minutes a day must be devoted to this class of six, who having survived previous toils and perils, have become accomplished in spelling out words of one syllable, and in an almost inconceivable amount of mischief imbibed in the process of their ambitious imitation of the words and ways of those higher up the hill of science.

4. Quite one-half hour is necessary to conduct two exercises daily for the next class of eight who are able to read in one level tone of voice the arrangement of words which are presumed to be simple sentences—intended to be such by the author,—and in addition, to spell words which are classified according to their equality of syllables, and uniformity of accent, as well as to commit the table of abbreviations, and enumerate the sounds of the letters.

5. An equal allotment of time seems imperatively required by a class of two, who are too tall and too old to look well in class 4, and who in the judgment of their parents fail to become brilliant scholars only for the reason that they are kept back by their teachers, and forced to associate with those below them.

6. The single consideration that days are no longer than nature has made them, has overcome the teacher's sense of propriety, all notions of congruity he ever entertained, his wishes, judgment and conscience, so far as to collect the remaining eleven members of the school, and to blink the falsehood of calling them the 6th "*class*." One of whom pronounces with tremulous interest, and the most delicate appreciation, the words selected from the best writers; whose intonations are unmistakably instinct with thought and refined emotion; and by her side stands her equal in years, her superior in stature, spelling his long words, and grinning at his own blunders, in stupid defiance of the smiles they may provoke from others. Next in the row is the brilliant eye of the wit of the school, who comprehends all his lessons without study, full of action to overflow, in every exercise; and next, the heavy cheeks that are so hopelessly impervious to what was not made to eat. Long and short, those who are already brilliant thinkers, and those almost incapable of thought, the ambitious and the reckless, the mathematician from his algebra, and the mathematician who solves his utmost problems on his fingers, the delicate and the rude, the wit and the clown, come together in this 6th class, to read, to spell, to analyze the sounds of our language, to cultivate their voices to graceful, fluent, energetic, spirited expression; and inasmuch as twenty-four hours each day would be too little time to train them to any valuable accomplishment the teacher compromises with his conscience and allots the "*class*" one hour daily.

7. A class of three have arrived at that power of mental application which is deemed sufficient for commencing the study of geography. And helping them to spell the hard names encountered, the teacher devotes a portion of his time daily to such recitations as they may prepare.

8. Another class have studied geography for one term previously, and have a separate recitation. It would not do to offend parents, and discourage the children by classing them with the beginners.

9. A third class in geography have made various advancement heretofore, and embrace (like class 6th in reading) such as must recite together or not at all. No less than fifteen minutes, daily, should be devoted to each of these classes in geography; which amount of time, in addition to that allotted to the reading and spelling as above, makes the aggregate thus far, (with fifteen minutes allowed also for recess and interruptions) four hours.

10. Now comes the great work of every such school, arithmetic. From those who are beginning the study of written arithmetic, to those who are

reviewing it for the last time, materials can possibly be selected for three classes, sufficiently near each other in their course to be able to comprehend exercises conducted in class, and a half hour devoted to each might secure some measure of success. Now we have a half hour left for the following "indispensable" duties of the teacher. Two or three pupils in algebra, demand some portion of his attention. The school committee, some of the parents, and several of the pupils have considered English grammar necessary; this must be looked after. History of the United States is quite useful, in the judgment of intelligent and patriotic parents, and quite interesting to our incipient rulers themselves. The branch of writing certainly must not be neglected. Mental arithmetic in thorough exercises, is indispensable. Some time must be given to general instruction upon manners and morals. Good order is to be maintained. The wayward must be reasoned with, lectured, perhaps flogged; the timid must be encouraged; the halting must be assisted; the mutual relations of the pupils must be watched and regulated by the principles of morality and politeness; the recitations must be conducted with such spirit as to animate as well as to instruct the class; the idleness and disorder of the portions of the school who have neither interest in the recitations in progress, nor ability to interest themselves in their books, must be constantly corrected; interrupting questions must be kindly answered; the teacher must avoid insanity out of regard to his own reputation, and bear the accusation of not earning his money, while he does all that man can, and leaves necessarily undone what none can do, to wit, educate the pupils in any one of the studies.

This is no exaggeration, and the absurdity of such school arrangements, where they can by any possibility be avoided, is not at all abated by the accident that so many of the citizens of Amherst have voted for them in past years.

The classification which has been adopted in the schools, as now organized, is similar to what is practiced in most of the towns of the Commonwealth, in which the schools are graded. Your committee, by personal visits, or by correspondence, were able to avail themselves of the experience of the directors of many of our most successful schools in the State, and have undertaken the work of classification according to their best judgment, within such limits as the existing circumstances of the town, and the provisions made for the expenses of the schools, have allowed.

Our standards of examination and class rank will, if well maintained, give us a highly creditable position, and secure to our schools a range of educational advantages as comprehensive and complete as can be found in any of our towns. It will be seen, by the scheme here presented, that these standards are very much higher, and more exacting of study, than have heretofore been contemplated in this community; and it will also appear to

those familiar with schools, that they are very high, relatively to the general practice of the State.

School Committee.—REV. GEORGE COOKE, REV. CHARLES L. WOODWORTH, D. B. NELSON FISH.

CHESTERFIELD.

We feel a desire to point out to parents and teachers what we consider to be some of their duties to the school, which have been neglected. Our district system still exists. Prudential committees are chosen and are expected to hire teachers, which in some cases is done without even consulting the patrons of the school. It is a poor way to keep up a friendly feeling in any community to allow one or two men the whole management of this affair. If the inhabitants of a district do not care about the matter, as some committees affirm, it may be owing to the custom so long prevalent, of not giving them a chance to be heard in the school meeting. Every district should have its meeting to give its committee-man instructions concerning whom to hire, as well as to act upon other necessary matters.

Where this evil exists, parents feel but little interest in visiting a school whose teacher they have been allowed no voice in selecting. This, certainly, ought not to influence in the care of the parent for his child; but is often made a matter for vexation to those who know they have been deprived of a personal right. Some of our schools have been scarcely noticed by parents, as the registers show. Why it is we know not. There is something wrong about it, for there is an influence exercised to the depression of the school. We have some districts in town where the patrons have their meetings, and where they visit their schools; and when we compare them with others where a different order of things exists, and see the difference in the intelligence of the pupils, the neatness and order of the school-room, and the harmonious feeling of the school and district, we can but lament the folly of those who think they can rule the district alone. If every parent would feel it his or her duty to visit the school once or more every term, even if they remain but a half hour, it would indicate one improvement in our schools, which, in some districts, seems to be overlooked.

Parents, pupils and teacher must be united in their efforts in order to make a profitable school. To parents belongs the matter of sending the children in proper season, and of allowing them to remain till the close of the day, but the teacher is to care for them during school hours. We do not wish to find fault particularly with our teachers of the past year when we speak of the teacher's faults, for we are well aware of the teacher's trials in trying to teach those children who prefer play to study, and in

meeting the opposition or contrariness of parents who are quick to discover what they consider partiality to other children than their own. But we know that an upright, straightforward teacher, one well posted in his or her duty, will succeed far better than those who obey the voice of a few found in almost every district, who wish to have the school managed after their own dictation. Such teachers make the supreme object of the school-room consist in pleasing those few, who, perhaps, have but little personal interest in the matter—save a will to rule—whereas the supreme object should be to teach thoroughly the principles which will lay a foundation for a good education. Good order must be sustained, and it is best secured by inciting the pupils to study with proper motives, by making the lessons interesting, and by showing their connection with common life. No wonder a school will be uneasy and disorderly, as schools are sometimes conducted, when the teacher is deficient in that kind of knowledge which makes the subject of the book plain to the understanding of the pupil, who, for the present, is struggling for that which is beyond his reach. When the teacher goes so far as to mark out certain pupils with the settled conviction that it is of no use to try to teach them, that conviction cannot be confined to the teacher alone, but it will work itself out, even reaching the pupils themselves. This has been too plainly visible in some of our schools, and we hope teachers hereafter will guard against it. A dull pupil gives a greater chance for a trial of a teacher's patience, and if at all successful in the matter of instruction, he receives a higher honor than in the success of those for whom he has but little to do.

To increase the disposition for improvement on the part of teachers, we have endeavored to make our examinations partake of the nature of institutes as far as circumstances and duty would permit, in order to bring our schools under a more uniform system of government. But we are sorry so many teachers excuse themselves from attending such meetings, just because they have at some former time passed the ordeal of an examination. We think Mr. Boutwell right, when, in his exposition of the school laws, he speaks of a teacher's neglect to secure the committees's approval before entering a school, as "evidence of his ignorance of duty sufficient to justify the committee in rejecting him. Such a person must be either ignorant of the duty which every teacher ought to know, or morally disqualified for right doing."

School Committee.—ALBERT NICHOLS, J. D. VINTON, THOMAS PORTER, Jr.

CUMMINGTON.

We are happy to state that our schools have been more frequently visited than ever, the past year, by parents and friends. In the registers, whole pages are filled with the names of visitors. In one district we

noticed thirty-four individuals, male and female, present at a public examination, and in another as many as sixty. Seven of your schools have received four hundred and twenty-nine visits, including only a part of those in attendance at the public examinations. This indicates that the friends of education are manifesting a lively interest in our schools.

Your committee are disposed also to think that writing has been too much overlooked in our schools. The requisites of a fine penman are taste, mechanical skill, and careful practice united with expedition. Without the latter, the penman's accomplishment is nearly worthless. What is the hand-writing worth which is beautiful as copper-plate, if it is executed no faster than copper-plate is engraved? Cannot the pupil be taught to write expeditiously a legible hand? We answer in the affirmative; simply by taking a few lessons at school under the watchful eye of a skilful and competent teacher, and following them up by careful practice at home. It is in vain to expect your children to become accomplished in penmanship without the benefit of much practice. Scholars should commence the art of writing very young—as soon as they can read understandingly. This branch of study should be attended to more particularly in the summer than in the winter term. The young pupil should first learn to write with a lead pencil, and afterwards with the best selected steel pen. The most of our Common School pens are but little, if any, better than a stick of wood sharpened at one end; and to send your child to school with such an one, would be as unwise as to send your son into the woods to learn the art of chopping with a dull meat-axe. Furnish your children with suitable apparatus, let them begin to write in early life, and they can become skilful and accomplished in penmanship before they are twelve years of age. A few evening schools in the winter, devoted exclusively to writing, would greatly benefit your children. The Primary School in the West Village, the school in the Streeter District, and that at Swift River District have paid good attention to this important branch.

School Committee.—J. W. ROGERS, THOMAS GILFILLAN.

EASTHAMPTON.

If in any instance there has been a failure in discipline, so essential to the existence of a good school, it has been owing to a change of teacher. It surely is a great loss to a school to exchange a good disciplinarian and one who is fully competent, as a teacher, for one who has no power to control and regulate, though the aim and intention may be excellent and all that can be desired. The well-regulated school-room where order and quiet at all times prevail, and close application to study is ever enjoined

and secured, is the place most especially where the minds of the young are trained and disciplined for future usefulness. It is not to be expected that the children at home, in the family, or alone, will acquire the ability and habit of close application to study so advantageously as in the school-room, under the eye and direction of the teacher who maintains perfect order and is able from the love of knowledge and of teaching, to inspire the pupils with an enthusiastic love of study. So that, if the necessary discipline be not maintained in the school-room, the advantages of the school for a whole term may be nearly, if not wholly, lost. And besides, all the bad habits acquired must be overcome and subdued by the next teacher; and this may require no small part of the following term. Thorough and judicious school-room discipline, then, should be regarded as a subject of the utmost importance, and it should receive the especial attention of all whose duty it is to employ teachers in our schools.

School Committee.—LUTHER WRIGHT, H. G. KNIGHT, E. A. HUBBARD.

GOSHEN.

We are not prepared to recommend a very great increase in the annual appropriation for the support of schools. The small incomes of our people do not warrant this. But can we not turn to better account the means which we already have? After a careful study of the whole matter, your committee think they can. Allow us to suggest the outlines of a plan for the candid consideration of all the friends of education amongst us.

To each of the four central districts let there be appropriated from the amount raised by the town, a sum sufficient to support a school during the warm season. The schools should commence early in the spring, and continue without vacation, except perhaps one week in the middle of the term. To the North-west District appropriate say forty-eight dollars, which will sustain a school twenty-four weeks, to commence early in the spring and continue, with a short vacation, till the term expires, or to be divided into two terms; one for the summer and one for the winter. These schools to be accessible to all the scholars in the districts, large and small, yet to be designed more especially for the smaller scholars.

The balance should be appropriated to the support of a High School, for the special benefit of the older scholars. The sum remaining unexpended should be sufficient to procure the services of a thorough teacher—qualified to instruct in the branches usually taught in High Schools—for two terms of ten or eleven weeks each. The first term should commence on or before the first of September, and there should not be more than one week vacation between the terms. This High School to be open and free to all the scholars of the town, over ten years of age; and to those under ten who

shall have made such attainments in the several branches as shall be determined by the School Committee.

The above arrangement will secure to all our smaller children a due proportion of schooling, under a competent teacher, in the several districts; it will also bring into our midst and open to all our larger scholars a High School of twenty or twenty-two weeks in length; and all for a little, if any, additional expense.

Chairman.—J. C. THOMPSON.

GRANBY.

Teachers! do you fully appreciate the responsibility attaching to your profession? *Why* do you teach? Will you seriously put the question to yourself, and honestly answer it? Then will you ponder upon this thought, that there are *some*, we think *many*, who trust their children to your charge, for one or more terms, with the deepest solicitude. *They* understand, to some extent at least, the importance of your position—that among the various influences modifying, shaping the child's character and destiny for life, your agency is one of the most important, perhaps second to none. Do you wonder, then, at the anxiety with which they are given you in charge? Have you as completely as possible prepared yourselves for the work? And wherein you are sensible of deficiencies, are you striving to remedy them? The three-fold nature of the child is to be cared for by you—the moral, physical, and intellectual; and while the latter, perhaps, is to receive the larger share of your time, you are yet to use particular care that the moral sensibilities shall not be blunted, the morals contaminated by those unfavorable influences that too often throng the school-room—that the child be warned not to violate those physical laws of his being, the violation of which is its own swift and continued avenger. We ask of you, yea, *demand* it in behalf of all the parents who send their children to you to be instructed, that you guard well their moral and physical natures, exerting your influence to give them healthy development.

Again, many of our schools exhibit too little system in their management; things go apparently at cross purposes; there is a friction of scholars and a friction of lessons; the teacher in a miniature chaos, and unable to bring order therefrom. We earnestly advise you at the outset to systematize every thing in connection with your school, allowing nothing under ordinary circumstances to disarrange your plans, and commencing with the idea of obtaining this harmony in the school-room, never rest until it is fully realized. More can thus be done, with less wear and tear

to yourselves, and the habit which the scholars will thus acquire will be of incalculable advantage to them through life.

Again, we ask you to be *thorough*. Leave no lesson until the pupil completely understands it. If it is not comprehended to-day, see that it is to-morrow. Let it not be your aim to have your classes "finish the book," for in the majority of instances we look upon that as *prima facie* evidence that every thing is unfinished. Adopt the military rule, and *drill, drill*. You will often be surprised at the readiness with which most children forget. What you had thought thoroughly learned yesterday, is forgotten to-day. This arises often, we might perhaps say generally, from the superficial manner in which it was studied and recited, and so we again say, *drill, drill*; and review, likewise, until the work is, as it were, thoroughly incorporated with the intellectual nature. Facts, principles, will thus be remembered, and more important still, as the man is but the outgrowth of the child, he carries this habit through life, of doing whatever he undertakes thoroughly, thus multiplying his chances of success a hundred fold.

Again, we would urge upon you to cultivate your own minds constantly, as an absolute pre-requisite for the highest success in your calling. You ought not to be satisfied that your scholastic attainments are sufficient to pass the examination legally required. A wider range of reading and study is necessary to give that facility in illustration which is the life of the school-room—to excite a love of knowledge in the pupil—to create that enthusiasm in your own minds, which only can excite it in the minds of many of your scholars. Too many minds are never unlocked, for the lack of a skilful teacher to turn the key; too many natures, that under master hands would vibrate richest harmonies, for want thereof only utter life-long dissonance. Could a physician or surgeon long keep our confidence who failed to acquaint himself with the new discoveries or improvements in pharmacy or surgery? We might ask the same of the other professions; and we ask you in all kindness, (as well as in all ignorance,) are you striving to acquaint yourselves with the thoughts, counsels, and experience of those who have been and are master-minds among teachers? The works of such men as Dr. Arnold can easily be had; the suggestions of our most successful teachers are monthly printed for your especial benefit, and can you afford to forego them all? We were grieved and disappointed in our attendance upon the Teachers' Institute just held near us, to find not one of those who had engaged our schools, present. There were a hundred teachers of the Connecticut Valley, for nearly a week under the charge of some of the most experienced teachers our Board of Education could provide, and we knew that that week's instruction would tell for good upon many a school in our vicinity. The parents and friends of our

scholars help defray the expenses of these Institutes, and they have a right to the expectation that they shall be sharers in the benefits resulting from them.

School Committee.—S. SMITH, Jr., S. M. COOK, O. E. PEASE.

HADLEY.

Punctuality.—There has been a decided improvement in this respect within a few years. Scores of our children have passed a term the last year without receiving a tardy mark; and several without a tardy or absent mark. May there be more the coming year. It should be a fixed rule in all the schools that the scholars must be in their seats at the minute appointed, and that if they are not there at that time, to answer to their names, they will be marked as tardy. No five minutes' grace should be allowed. And no excuse for tardiness, however reasonable it may be, should prevent the mark from going upon the register; which must record facts just as they are. When tardiness or absence occurs on either part of the day, a record should be made of it.

Weekly Reports.—These have been made in all the schools; and when parents take a suitable interest in them, they are a help to the teacher and blessing to all concerned. The card is the teacher's means of weekly communication with the parent respecting his child—telling how he stands in his studies, punctuality, deportment, &c. If the parent feels a proper interest in the improvement of his child, he will examine the card with care, express his approbation of what is worthy of it, inquire into any deficiency which it indicates, and sign his name, and, with the teacher, see that it is neatly preserved.

Children under Five Years.—We are sometimes asked if these may attend school. Unless it is quite small, we do not think that the teacher should be troubled with them. They will gain nothing intellectually, morally or physically, if the mother can keep them out of mischief and danger at home. Where a child can have proper attention from parents, he will lose nothing in the end if he does not attend school until six years of age.

The first things to be taught are reading and spelling; and they are the last also. No scholar has a good education who cannot spell correctly all words commonly met in reading, and who cannot read intelligibly and impressively any piece of composition. And here we must say that there is no branch of instruction on which teachers are more apt to be deficient than this. It requires *study*, even for a *good* reader, to train others so as to make *them* good readers. The proper conduct of this exercise requires the training of all the vocal organs, so as to express with ease, grace, propriety

and force, the thoughts of the writer. Unless the home education of the child, from the first, has been attended to with peculiar care, numerous bad habits are to be corrected in the child's common style of speech as well as habits of reading. The great business of the primary teacher is to train children in these two branches. Good speech is the first thing after good behavior, and most intimately connected with it.

Home Influence.—This is greater than most are wont to think. It affects the child every way—his mind, his morals, his manners, his language. Education is thought and spoken of as if it consisted in the instruction which the teacher gives in school. But every child is being constantly educated in all his waking hours; and more depends upon parents than any or all other persons, in determining what his education shall be. If they would have him correct in his moral habits, his style of speech, or any thing else, they must set the example. They must moreover see that all the home influences harmonize with it; and that these influences are not neutralized by the street, the shop or store influences. Many a profane, or otherwise vicious servant, has corrupted and ruined the character of children. Many a street or shop school is educating children faster than the town school—faster than their parents. When it is considered that “children are a heritage of the Lord,” and that interests are invested in them, compared with which money is as chaff, it seems perfectly marvellous that any parent will knowingly allow corrupting influences to dwell in his family, or on his premises, or to be brought within the circle of his household in any way, when it is in his power to prevent it.

School Committee.—W. H. BEAMAN, ROWLAND AYERS, P. S. WILLIAMS.

PRESCOTT.

School-Houses.—If the reports of the school committees of this town for the past twenty years should be examined, we have no doubt that in nine reports out of ten would be found recommendations urging the importance of having good school-houses. The necessity of building new ones in some districts has been pressed upon the people in every conceivable manner, sometimes by ridiculing the miserable structures in our town, and again by bringing forward the most powerful arguments available to bear upon the judgments and consciences of those who have to do with the matter. Districts Nos. 1 and 4 have especially been singled out as targets, and if the committee years ago had employed some good artillerist to fire hot shot from a rifled cannon into school-room No. 1, and exploded a few shells within the brick walls of No. 4, they would have merited double pay for their services and doubtless accomplished their removal. As it is, the present board, discouraged by the effort of their predecessors, as well as

remembering the increase of taxes consequent upon the war and town debts, without further comment will let the matter of school-houses go by for one year.

In conclusion, we would press upon parents, upon every citizen of the town, the importance of elevating as far as possible the character and standing of our schools. They should be nurseries of piety—of patriotism—as well as of knowledge. A distinguished Southerner, a few months since, exclaimed in disgust: “the grand army of the North is the offshoot, the legitimate fruit of free schools.” We are proud to acknowledge it. Despotism cannot thrive, rebellion can have no birth, in a clime where every child, black or white, native or foreign born, inherits the same right to an education in our Public Schools. It is true, that in the district school the army now sweeping despotism from the land was organized and drilled, Young men trained in our Public Schools, some of them even within the past year, are now besieging four of the seceding and rebellious States, and though they fall on the field of battle, or by the burning fever, with no mother near to soothe and sustain in that last and most trying hour, yet with the army must follow free education, a sure safeguard against another like damning demonstration.

Said Napoleon III. while waging war in behalf of Italy: “It is the bayonets that think—that conquer;” and the bayonets that think go from our Public Schools. It is true that the inestimable blessings of a free government here first dawn upon the youthful mind. The child as he turns the pages of his geography, or history, reads of the misery, the degradation and the ignorance of the poor in other lands, he contrasts it with his favored lot, and his heart swells in gratitude that he had his birth among the institutions of a free government. No wonder that when such a government is periled, an army countless and invincible comes swarming from the farm, the workshop, the counting-room, and from every place and position in society which men have been trained to fill by their education in the Public Schools. That these priceless blessings shall descend upon the children of the future, is the fixed resolve of every patriot who to-day bears arms in defence of his country. Let us, then, to whom is intrusted the care of the present generation, cherish and elevate the institutions in defence of which a former generation of scholars is to-day offering up life, fortune, all that is sacred to the human heart, upon the battle-field. Let us, then, “fellow citizens,” be faithful to our high and holy trust, if we would receive upon ourselves and our children the blessings of a gracious Providence. There is nothing we are more loth to part with than our children. Discipline them to good habits, good company, and good principles. Ignorance leads to vice, and vice to an early grave. Give them knowledge, then, not sparingly, but bountifully, for it will give them beauty and strength, comfort and happiness, social pleasures and wealth.

Chairman.—E. A. THOMAS.

WESTHAMPTON.

Concerning School-Houses and the Union of Districts.—We approach this subject with some trepidation, as a most difficult and delicate one, but notwithstanding, ask your attention to a few facts. The town is in pressing need of two or three new school-houses. Of this there can be no doubt. To the school-houses in the Centre District, and on Turkey Hill, the preacher's language applies in an emphatic sense, "Through great rottenness sinketh the beam, and through idleness of the hands the house drippeth." Rotten, dirty, inconvenient, uncomfortable, cheerless, airy enough in summer, if one but had power to control the amount of air—in winter, as unhealthy as a Southern swamp; they are discreditable to the town, and if for no other reason, should be removed as a public disgrace. School-houses must be built in these two districts before long, or the schools must be discontinued. Indeed, one must need blush to ask a respectable teacher to go into them. Now we have to suggest to the people of these two districts that if, instead of building a school-house in each district, they unite together to form one district, and to build one school-house which will accommodate all, they will do just the best thing. Certainly if such a school-house were built in the geographical centre of the two districts, the inconveniences arising from its location would be a hundred fold outweighed by its advantages over separate schools. You could afford to hire better teachers; you would have longer terms; a stimulus would be given to the pupils in their studies which we look for in vain in a school of a dozen, and especially in a decaying school-house; the school would not be so large that a good teacher might not manage it admirably; a new importance would attach to the school in view of its size in the minds of parents, and hence a greater interest would be taken in it. If these districts intend to build—and is it possible that they do not?—we hope they will not neglect this golden opportunity of conferring lasting benefits upon their children.

We are glad that the people of the Sixth District are bent upon having a new school-house. It would suit us still better if that district could be united with the Ninth, so that the latter might also have a school-house.

And if to these changes we might add the uniting of the Third and Fourth Districts—both of which, by the way, also need new school-houses—we think an impetus would be given to the cause of Common Schools in this town, which would perfectly astonish us. To those who are principally influenced through their pockets, we should say that these changes would be a pecuniary advantage. To those whose hearts are bound up in the well-being of their children, and who unselfishly seek the greatest good of the greatest number, we need add no other inducements than those already given.

Chairman.—E. C. BISSELL.

HAMPDEN COUNTY.

AGAWAM.

In our report of last year, we had occasion to speak of the obstacles which lie in the way of the prosperity of our schools. We deemed it our duty to speak plainly, and we did so. In submitting this report, we propose to discuss one point, alluded to last year, which we believe is one great drawback upon our schools, and which we still think must be removed, in order to realize the benefits which we believe the people have a right to expect, and should receive, from our Public Schools. We refer to the district system. The inequalities which now exist in our town, under this system, deprive many of the scholars of a great amount of time of school attendance, which, under a different order of things would accrue to them. This is true in regard, especially, to the Eighth and Ninth Districts. These schools are so small in the summer terms as to be very unprofitable. There is not a sufficient number of scholars to excite the emulation which is so necessary to the prosperity of the school. While, at the same time, and from this cause in our opinion more than from any other, they fail to command the services of a well-qualified teacher. No experienced teacher who has been successful has a desire to teach so small a school, in which there is so small an amount of labor to be performed to call into action the energies of a good teacher, and of one who wishes to see the school which he may be teaching making progress to the degree to which it should.

It seems to us quite strange that people should cling with such tenacity to a system which has, in our opinion, become so nearly useless, and which is productive of such a multitude of evils. The universal testimony, from towns in which the system has been abolished, is, that the change has been for the better. And we have no doubt that, could this change be made, to some extent, at least in this town, we should be of the same opinion in regard to the utility and wisdom of the measure. Indeed, we have been quite surprised at the opposition which arises in the minds of many to the proposed change. We believe that the district system has become nearly obsolete. It is probable that, on the whole, it was the best when it was first instituted. But the times have changed. We live in an age of progress and development which requires measures adapted to the

times, in order to secure the greatest amount of good to all. The larger districts draw more money from the treasury than is needed for the schools, while the smaller districts do not receive enough, as we have stated, to have a school of sufficient length, or to secure the services of a competent teacher. The large districts have means to provide for the board of the teacher; in the small ones, the teacher must "board around;" and thus a great inequality exists, and even injustice, as one teacher must be subject to the inconvenience and labor of boarding around, while another does not. We believe that were this system done away, the expense of supporting our schools would be diminished nearly one-third. We would most earnestly call the attention of the people of this town to this subject, and we hope ere long to see a change. It is "a consummation most devoutly to be wished."

School Committee.—SAMUEL FLOWER, RALPH PERRY, SAMUEL PALMER.

BRIMFIELD.

Every teacher to succeed must be sustained in his or her mode of government, not alone by the committee, but by the parents and guardians of children. For with few exceptions, children will obey the rules of the school just in proportion as the teacher is respected, and sustained by the community. Persons who have had experience in teaching, know that it is not the most easy thing imaginable to get along with a school, when they are sustained. It is true, doubtless, that there are a few who will manage a school so as to be able to *stay* in it, in spite of opposition; but the benefit derived from such a school is small, if any. You who have children, can testify that there are times when you are at loss to know how to govern them; how think you, you would be able to do it were your neighbors kind enough to instil into their minds the idea that you were not worthy of their respect; that they ought not to obey, that on the contrary it would be manly in them to resist? You will say that the man or woman who would take such a course was not fit to live in civilized society, and yet we fear that some of us do what is practically just as ruinous, in regard to our schools.

We have been prompted to say these things by the fact that we know, there is a disposition on the part of some, to find fault with the system of government adopted by those whom we think, among our most successful teachers; and what is most singular about it is, they take the position that children cannot be controlled by appeals made to their sense of right, and without troubling themselves to visit those of our schools where this government is for the most part administered, condemn the schools as useless. For ourselves we are glad that government by the rod is fast giving way to

one which has a tendency to ennoble rather than debase the character, and although we do not wish to be understood as taking the ground that every scholar can be controlled, or every teacher govern, without the use of rod or ruler, we do say that the best governed schools we find are where they are used least. Again we say if you would have good schools, you must do what you can to make them so; for it is absolutely impossible for the best teachers sustained by the best committee you can choose, to succeed without your support. A single parent can do much to injure a school; nor is it necessary that he should do the most he can, to accomplish this result; for it may be done perhaps as effectually by a little careless gossip. If then, you should, at any time, have reason to fear that any one of your schools is not doing well, go and see for yourselves, give kind advice, if need be; satisfy both teacher and scholars that you desire them to do well, and we guarantee there will be few occasions for the breaking up of schools. You will at least have the satisfaction of reflecting, that you have done what you could to prevent trouble.

School Committee.—F. D. LINCOLN, JOSEPH L. WOODS, JAMES REED BROWN.

CHICOPEE.

A thorough education is not to be found in the mere memorizing of the words, or principles even, of the text-books. What is needed is to make a practical application of what we learn. There are many who have plodded on through years of school and college life, who have come out into the world mere book-worms. They make no practical use of the knowledge for which they have toiled so long. They make it no matter of thought, producing thought and action. Neither the world nor themselves are made wiser or better because of the "midnight oil" they may have burned. Men reared in our Common Schools, improving their time, thinking, and putting to practical use their powers, have far outstripped them in the gaining of true, useful, practical knowledge. Whatever and wherever we are, we are called upon to labor and do in accordance with what we are and what we know; and he is the most successful student who most thoroughly applies his knowledge. And to be able most thoroughly to apply our knowledge, is most thoroughly to learn that which we undertake, and that which is called for in the sphere of action in which we expect to devote our life.

We would not be understood, in these remarks, to advance the idea that a man or woman, boy or girl, should learn only the things connected with the labor of their hands—the toil for the possession of wealth; for this would be "a very lame and impotent" conclusion. The man who has truly learned to think, has other thoughts than those connected with his

daily labor ; there is a world within as well as without ; things of interest are all about and with him, worthy of his deepest meditation, and a knowledge of which is for his good. And he who would drink in rich draughts of wisdom and knowledge, must do something more than repeat the teachings of others—he must think for himself.

School Committee—P. LEB. STICKNEY, E. O. CARTER, B. V. STEVENSON.

GRANVILLE.

The want of efficiency in our schools is owing to a number of causes, some of which we can and ought to remedy, while others are beyond our control. We believe the erection of neat, attractive, and commodious school-houses, in place of some of the present uncomfortable and unsightly ones, would add much to the interest of pupils, teachers and parents ; also, very commendable improvement has been made in the school-house at Beach Hill, but new houses are needed in many of the districts.

Our schools are also almost entirely destitute of apparatus for illustrating the various branches taught ; the expense of such apparatus would be trifling, and the benefit marked and important ; many subjects that would otherwise seem hard and repulsive because imperfectly understood, would be clothed with new interest, and much valuable time be saved.

Another cause is found in the prevalent custom of changing teachers every term. When a teacher is employed, who is familiar with the school, the teacher and scholars are ready to work together at the commencement of the term, and more improvement may be reasonably expected, than would be possible if they were strangers. Each new teacher has a plan of his own, which can only be introduced by abandoning that of his predecessor, and the effect upon the school is much the same that it would be upon a building if we successively employed upon its erection several different architects, each with his own plan ; their labors would only produce a mass of incongruities, instead of the harmonious edifice we desired. This custom, however, is not always followed, and some of our best teachers have been retained ; we hope this will soon become the rule and change only the necessary exceptions.

School Committee.—J. W. JOHNSON, GEORGE W. SHEPARD, GEORGE H. ATKINS.

HOLYOKE.

In our last annual report we recommended to the various prudential committees, to employ, as far as practicable, teachers from the Normal Schools, at the same time advising that known teachers of experience should not be exchanged for new and untried ones. Yet of the sixteen new teachers

engaged, not one of them, so far as we can learn, has received instruction at the Normal School; but, in some instances, old and tried teachers have been supplanted by new ones to the manifest injury of our schools.

This difficulty and change will, more or less, prevail in the future, so long as prudential committees are authorized to contract with and hire the teachers. The importance of good schools is too great to have any one connected with them, either as committee or teachers, who do not feel and take an interest in the cause of education. Prudential committees are too often chosen who never visit the school during their term of office. As they are seldom chosen for more than one year, receive no compensation for their services, consider the office a burden and a tax, they have not the means and opportunity, nor do they take the time to form such an acquaintance with teachers as is requisite to a proper discharge of their trust. Sometimes partiality for an acquaintance or a relative is the inducement to hire a teacher; but more often convenience is the ruling motive, and the first applicant who presents himself is engaged, and generally on the same day, or only the day before the school begins, is introduced to the school committee for their approval. Without knowing any thing of the acquirements or qualifications in any respect whatsoever, the prudential committee think their responsibility ends, and that of the school committee begins, when the candidate is presented. Your committee have time and opportunity to examine as to the literary qualifications of the candidates only, without having any means of knowing or judging of their capability to teach and govern, and hence too many inefficient teachers are introduced to our schools. The responsibility, if responsibility there be under the circumstances, is a divided one, and the blame for incompetent teachers can, with justice, be charged to neither of the committees.

Suppose that the examining committee employ all the teachers. They give notice that they will receive applications from teachers up to a certain time previous to the commencement of the schools; suppose there are twenty teachers to be employed in town,—will it be unreasonable to presume there will be fifty applications? A time is specified for examination: can we not believe, that, as three-fifths of the applicants are not to be employed, a better selection could not be made than under the present mode? Besides, there are teachers who can do well in some districts and in some schools, but would not be successful in others—hence an allotment of teachers according to their peculiar qualifications could be made to meet the wants of particular districts and schools. Is not the mode pointed out, therefore, worthy of trial for one, two or three years? If no improvement is made then the present system can again be restored.

LONGMEADOW.

We have requested the attendance of former teachers whom we thought of re-employing, at the examinations, for the following reasons:—that the mere fact of an old certificate and past experience might not be presumed upon as sufficient guarantee for future qualifications; that their experience in teaching might be elicited for the benefit of new candidates; and that they might receive the suggestions of the committee in reference to various matters connected with their duties as teachers.

These meetings of all the teachers with the committee, we have deemed beneficial in securing more unity and efficiency in the conduct of the schools.

Among the suggestions which we have made prominent is that of a vigilant lookout for the morals and behavior of the pupils. In too many cases there has been an increasing and alarming laxity in this respect. Profaneness, and vile speech, and “evil communications that corrupt good manners,” have been too commonly ignored and unrebuked. We decided that it belonged to us as a committee to make this evil a matter of practical authority, by conferring with the teachers and admonishing the schools. We have set our faces like a flint against profaneness, obscenity, and all language or behavior that is morally infectious and corrupting. It is greatly unjust that our young and unsuspecting children should so early and prematurely have the simplicity and comparative purity of their susceptible childhood soiled and infected by the foul contact of one, or two, or three profane and corrupt companions, such as may be found in almost every school. We have resolved to keep, in connection with the teachers, a vigilant eye on such infectious youth, and to mark them—when all kind, judicious and patient endeavors may have failed, for exclusion from the schools. This is our undoubted legal prerogative and duty. Meanwhile, we earnestly desire the co-operation of all parents and guardians in bringing their decided influence to bear upon these evils.

We have believed in the principle, that “The school is not made for the teacher, but the teacher for the school.” It would seem to be the idea of some people that schools, and especially primary ones, are valuable chiefly to secure the teacher’s wages in behalf of some relative or friend. This is a false and narrow view. The schools should represent the people, and not the private emolument of some individual or family. Therefore, while we would give the preference, other things being equal, to teachers from our own community, and to the personal wishes and convenience of our own citizens who may have candidates to present, we are still bound to endeavor to secure the best possible teacher for any given school, on the aforesaid fundamental principle, that “the teacher is for the school, and not the school for the teacher.”

We differ from those who think that almost any one of sufficient knowledge and good moral character, can teach—at least—a Primary School. *Knowing* and *teaching* are quite different things. Good scholarship and good character will not by any means insure the art of good teaching. This art of teaching is especially needful in our Primary Schools—for they are of *primary importance*. They constitute the very basis and corner-stone of our whole system of education. Let us ponder the deep truth contained in the poet's words: "The child is father of the man." The habits of mind, and heart, and behavior that are laid in the susceptible era of childhood penetrate into future years. Children are creatures of imitation. Their sensitive natures are like *Æolian harps*, to be thrilled by the harmonies or the discords which play upon their thousand strings by every look, and tone, and emotion of the teacher, who for six hours in the day breathes into them, as it were, the very breath of her conscious and unconscious influence. This art of teaching is not merely the competency to teach from books. "Books," saith Bacon, "teach not their own use." It is the competency to impart that living knowledge which looks out from the kindling eye, and speaks in gentle and inspiring tones out of the heart, whence are "the issues of life."

We would lay by in silence all possible certificates of scholarship, till we had time to inquire or to judge whether "she openeth her mouth with wisdom, and in her tongue is the law of kindness." After all, there is no law for the government of children like that. In the discipline of a school, three powers are needful: love, reason, force. But a good teacher will seldom be necessitated to employ the last, and love, when once it has obtained supremacy, is its own reason. It makes its yoke so easy and its burdens so light, that the reasons why and wherefore are not demanded. We must have government in the school-room, and we believe Solomon, when he speaks of times in which the rod should not be spared. But let those times be the rare exceptions. We believe him again when he says, "Pleasant words are as an honey-comb, sweet to the soul and health to the bones." There is excellent commentary on this in what Pascal says: "Kind words, though they do not cost much, yet they accomplish much. They help one's own good-nature and good-will. Kind words make other people good-natured. Cold words freeze people, and hot words scorch them, and bitter words make them bitter, and wrathful words make them wrathful. Kind words also produce their image on men's souls. And a beautiful image it is." How much truer all this when we consider "little people." Therefore we would look for the teacher who knows how to produce this beautiful image on our children's souls, as it shall be reflected from her own brow.

School Committee.—JOHN W. HARDING, LUCIUS C. BURT, STEPHEN T. COLTON, EDWIN K. COLTON, JOSIAH C. COLTON, HENRY DEWEY, RALPH P. MARKHAM, C. B. POMEROY, SETH PEASE.

SPRINGFIELD.

Gradation of the Schools.—The importance of the grading system in the arrangement of the schools, is known and appreciated by all who are conversant with the different modes of education. Its utility is founded upon the same principle as that of the *division of labor* so successfully applied in the mechanic arts, and other professional business. It takes scores of men to make a single gun; yet it is completed in much less time, and in a much higher degree of finish, than if all the parts were made and put together by one man, and the aggregate of guns completed in a given time will also be far greater than under a different system of operation.

The same thing may be predicated of graded schools as compared with those that are not graded, and for similar reasons. A higher degree of perfection is attained in the different branches of education, and a much larger number of pupils is instructed in the same time. In the one case, the scholars, as they advance stage by stage in the progress of their education, pass from one school or department to another, and at each successive step are placed under a new teacher whose thoughts and efforts are concentrated upon a separate grade of pupils, and a comparatively limited number of studies. In the other, pupils of all ages, from five to fifteen and over, and of all grades and attainments, from the alphabet class to the grammar, history, &c., are crowded together into a school-room, and usually placed under the care and instruction of a single teacher. Under such circumstances it is beyond the power of any teacher, however capable and active he may be, with his mind and labors thus divided between such a variety of classes, grades and studies, to produce by his instructions any thing like the results that he would be able to accomplish with the same amount of effort under the graded system, as above illustrated.

There are a few of our schools, called mixed schools, which, owing to their remote and isolated position, in the rural districts mostly, are not graded at all. Their character in this respect is a matter of necessity, not of choice; and as they are, for the most part, quite small schools, the defect is not regarded as so much of an evil as it otherwise would be.

A large proportion of the schools are graded more or less, yet there is a wide difference among them in this respect, and none of them are graded to the extent that is desirable.

This imperfection in the grading of the schools we regard as one of the most serious hindrances to their prosperity and success. But from the nature of the case improvement in this respect must be a gradual work, and can hardly be expected to reach a state of perfection at present in any part of the city. As new school-houses have been built, and the schools have multiplied, the system has been advancing, and for the same cause may continue to advance from year to year, especially in the most densely

settled localities. In several sections where ten years ago or more there were but two grades, the Primary and Grammar, (or none at all,) there are now from two or three to six grades. For instance in the Central section or District, many can recollect the time when there were but *two* grades; now, including the High School, there are *six* grades. Similar changes to a less extent have taken place in other sections.

Primary Schools.—An important change in the mode of conducting these schools has, within a few years past, been quite extensively introduced. The exercises are made more interesting and attractive in character and variety. The children are not now confined, as has been too much the case heretofore, to the comparatively dry study of the multiplication table or other like processes in arithmetic, or the learning of hard definitions in geography, &c., without at all knowing their meaning, thus merely treasuring up in the memory a series of words *without ideas*. But while all due attention is given to spelling, reading and the other regular and appropriate occupations of the school, as heretofore, it is now also made an object of primary importance by many teachers to form and cultivate in the pupils, habits of observation and thought in reference to the world around them—the common objects of life which they see every day, and with which they are familiar. By a series of such exercises, the pupils very soon learn to compare and judge of different objects readily and with accuracy in respect to form, size, color, weight, distance and other qualities belonging to them. And it is surprising to see with what interest and animation little children will participate in these exercises. Besides the value of the knowledge in this way acquired, the habit of close observation so formed, will be found of very great utility to the pupil in all the subsequent stages of his education.

This is what is called object-teaching, and it has become in many schools in our country, not only the Primary but in some of a higher grade, a regular and habitual mode of instruction. The best illustration of the system in this country, is to be found in the schools in Oswego, N. Y., where it has been adopted with great success. In our own, it has as yet only been partially adopted; but we believe it may, with great advantage, be more fully introduced, without at all interfering with other matters of interest and importance.

Adult Evening School.—This school during the last winter was under the charge of Henry A. Hubbard, principal, and Robert Parsons, assistant, the former having the supervision of the whole school and teaching the male department, and the latter teaching the female department. It was held in one of the basement rooms in the City Hall building, as in the previous year. It commenced December 12, 1860, and closed March 22, 1861, after a term of fifteen weeks. The report of the principal contains the following statement:

"The whole number of scholars in attendance has been 92. The average attendance has been about 62. The larger proportion of pupils have been males, and, with very few exceptions, the school has been composed entirely of foreigners. A large majority of the scholars have manifested a desire to learn, and have made creditable progress. The general order, appearance and advancement of the school have been as fair as could be expected from a promiscuously attended evening school. Not a few scholars might be mentioned who have done themselves much credit. One of them, Olindus Kendall, 18 or 19 years old, is deserving of particular notice, as having set the school a fine example of punctuality, studiousness and good behavior. Five or six of the male department, and about as many of the female department, have been very regular and punctual, having attended almost constantly."

The school this winter is under the charge of J. H. Blair as principal, and Robert Parsons as assistant. It is held in the same place, and commenced Tuesday evening, December 3d, 1861. It has opened with very favorable prospects of success. The whole number thus far registered as members, is 80, viz. : 48 males and 32 females. The average attendance since it has been fairly started, has been 63, viz. : 35 males and 28 females.

Health and Physical Training.—Every necessary attention should be given by teachers to the care and preservation of the health, and, incidentally, to the proper physical training of their pupils—by keeping the school-room neat and tidy, and regulating its temperature so as to be neither too cold or too hot ; by proper ventilation, so that the pupils shall inhale only pure air ; by affording seasonable opportunities for bodily exercise and recreation ; by cultivating right habits in respect to the various positions and movements of the pupils in the school-room, on the play-ground and elsewhere ; by caution in respect to the amount of mental labor required of the pupils and in adapting the lessons to their respective capacity, and the time assigned for learning them, and by other means which will readily suggest themselves to a considerate teacher.

Something too, like military discipline, precision, and promptness may, to a certain extent, be adopted in the arrangements and exercises of our Common Schools, with much advantage to the schools themselves, and to the pupils individually—to the former in respect to their good order and systematic management, and to the latter, in the more efficient prosecution of their studies, and the promotion of habits, intellectual and physical, of enduring value. But in regard to the propriety of introducing into our Common Schools, (as recommended by some) a regular course of instruction and training in military tactics and gymnastic exercises, as a branch of education, we do not think it practicable, without operating to the exclusion of other studies which are prescribed and deemed indispensable ; nor, in our opinion, does it come within the range of objects contemplated

by our school law. And farther than this, we do not think it necessary, for the obvious reason, that the various sports and exercises in which the children and youth of our schools so generally and heartily engage, answer almost every purpose contemplated by the gymnasium, in the promotion of health and vigor of constitution. If particular instruction is desired in either of these departments, it can readily be obtained at more suitable places than at the Common School.

Primary Schools in some respects form an exception in relation to this subject. The pupils of these schools, on account of their tender years, need greater indulgence, freedom and variety, in their school occupations, than those of more mature age. And in this view, calisthenic and other like exercises may be introduced to a suitable extent with good effect, as well in relieving the monotony and wearisomeness of the ordinary routine of the school-room, as for promoting the health and improvement of the children in physical training. And for the same reason more time should be allowed them for pure amusement and recreation.

Truancy, Non-Attendance, Irregular Attendance.—These are still serious and prevalent evils in our community, as no one will doubt who is conversant with the schools, or who will occasionally walk through some sections of our city. There are many children among us, of the proper school age, who derive little benefit or none at all from the public provision which is made for the free education of the young, nor do they enjoy the means of private instruction. They are either detained from school by their parents, or others having the charge of them for gain or other purposes; or else, not being under the control of any one, or as habitual truants they keep themselves away from school. And thus, of whichever class they may be, they are growing up in a state of ignorance and vice, and by the training received at the corners of the streets and other places of temptation and immorality, they are fast ripening and thoroughly preparing to become adepts in barn-burning, house-breaking, and every other species of villainy and crime.

The failure in this way of the means of education to reach the class of children referred to above, virtually frustrates one of the main purposes for which those means are provided. It is the comprehensiveness or universality of the plan of free education which forms one of its chief recommendations and most important features; and the tax-payers may well claim as a correlative right on their part, that all suitable measures shall be adopted to carry the plan in this respect, as far as practicable, into complete effect.

We advert to this subject now, principally to call the attention of the City Council (as we have done in former reports,) to the expediency of adopting energetic measures for suppressing the evil in question. Nothing has been done the present year for this purpose, and for this reason there

has been, we believe, a considerable increase of truancy and the other kindred delinquencies. The law marks out with distinctness the course to be pursued, in adopting suitable provisions by a city ordinance or by-laws, and the appointment of truant officers to carry them into execution. If the right sort of persons are selected to take charge of the matter, while it may be necessary in some cases to resort to coercion or penal measures to accomplish the purpose, yet much may often be done by them without such recourse, by kind appeals to the parents and to the children themselves, and by other similar means of a mild and conciliatory character. The school-house agents, we think, should be of the number of truant officers; inasmuch as their duties bring them into frequent contact with the schools, and give them facilities for learning what children are thus delinquent.

The work of gathering these children into the schools is a matter of real benevolence, as well as of public interest, and indeed may be regarded as in some measure a missionary work, and well deserving the attention of those who delight to engage in such enterprises of charity. The late Colonel Warriner, while acting as school-house agent, was in the habit of making continual efforts in behalf of this class of children, in the way we have indicated above, and the success which generally rewarded his efforts was to him a source of true enjoyment.

Hasty and Superficial Learning.—The teachers of our schools often find it difficult to keep under due restraint the propensity on the part of pupils to make haste in their studies. “*Onward*” seems to be the only watch-word with many parents as well as children, and sometimes with teachers also; so much so, that if the pupils advance rapidly from study to study, and class to class it is enough, no matter whether the thing pretended to be learned is well learned or not.

In consequence of indulgence in this inclination and habit, combined with other causes, we meet with much that is superficial in the learning of our schools. The pupils often go over a good deal of ground in their studies, without learning any thing of really much value. The memory is principally exercised, with but little application of the reasoning powers, and indeed without scarcely any real thinking at all. Much is thus learned mechanically and only *by rote* as it is termed: For example, in arithmetic, a pupil may commit the rules to memory, and be able to perform on the blackboard, by following implicitly such rules, the exercises contained in the text-book, yet have a very imperfect understanding, if any, of the reasons of the several steps in the exercises. So also in geography, grammar, history, &c., definitions, rules, principles, &c., may be well committed to memory, yet be of little value; the exercise being principally a mere operation of the memory, unaccompanied with suitable thought and reflection—a learning of words for the most part without ideas. Care should, however, be taken by teachers, in restraining the propensity to advance

hastily, to avoid the other extreme of keeping pupils back too much, and in this way dampen their ambition for improvement.

There is another defect often apparent in the modes of instruction, somewhat analogous to the above. It is the neglect of a practical application of what is learned. The pupils go on from day to day acquiring knowledge in different branches, oftentimes without any direct reference to its practical use, and without indicating at all the modes of its application. A simple illustration will indicate our meaning: In arithmetic, for instance, scholars learn how many inches make a foot—how many feet a yard—how many yards or feet a rod—and how many rods a mile; yet oftentimes so vague and indefinite are their ideas concerning measures, that they cannot go to the blackboard and mark off, with hardly any approach to accuracy, spaces in inches, feet, yards, &c., or give, with any degree of correctness, an estimate of the distance—from one point in the school-room to another, or from one locality in the streets to another, and this simply because these measures are with them merely abstract ideas, and have never been definitely applied by them to their appropriate, visible and tangible objects. To meet this difficulty, some teachers bring into the school-room weights and measures of different kinds, as well as other objects, and make use of them with good effect in illustrating the lessons. And this practical application of knowledge is the distinctive feature and excellence of the new mode of instruction by “Object Lessons,” to which we have before referred. Other similar illustrations might be given, but the above will suffice for our purpose. We have referred briefly to the above points, merely in the way of suggestion and caution to teachers.

Cultivation of Polite and Courteous Manners.—A hint or two on this subject will suffice. We do not think that sufficient attention is always given in our schools to what may be called the *externals* of education, especially in respect to the manners and outward habits of the pupils. This is indeed an incidental matter, and not one of the main objects to be looked after; yet nevertheless it is of considerable importance, as well in its bearing upon the good discipline of the schools as for its intrinsic and durable value to the scholars individually. And one of the most effectual means of attaining the object in view, is the attractive example of the teacher in this respect.

A kind and winning manner on the part of the teacher has a magical influence upon the pupils in producing in them a corresponding temper and manner. Teachers do indeed meet with many things to try their patience and forbearance; and pointed and severe rebukes are sometimes necessary for the perverse and idle. Yet in the ordinary and daily intercourse between the teacher and the school there should be a mutually pleasant, kind and courteous carriage and demeanor. And especially should everything harsh and repulsive in manner, or petulant and scolding in voice and

language, be most scrupulously avoided by the teacher; for nothing scarcely can be imagined more injurious than such a habit, both to teacher and pupils in its influence upon character and temper.

Chairman.—JOSIAH HOOKER.

WESTFIELD.

An evening school has been held the past winter three evenings a week, for thirty-seven evenings. It has been more regular and orderly than common, and with less inconvenience to the pupils of the High School in consequence of the substitution of gas in place of grease-dropping candles. There have been thirty-nine pupils, twelve males and twenty-seven females, whose average attendance has been twenty-four and one-half.

Substantial and gratifying improvement has been made by the whole school, and an unusual interest has been excited among them by the introduction once a week of old-fashioned spelling schools.

The past year has not been favorable to educational interests. The disturbances of the country have been quickly felt by the young, and together with our military operations in the early part of the season have distracted their attention from their studies. This demoralization has been accompanied by such an increase of truancy and in the number of children who do not attend school at all, that in our opinion the time has come when the town ought to consider the propriety of accepting the provisions of the truant law, and adopting by-laws and electing officers under it. This is no time for us to grow indifferent to the support of *our* "domestic institution," Common Schools, while the place that Massachusetts now fills in the affairs of the nation is vindicating all that was ever claimed for it. The institution which has had a principal part in the creation of a social order, able to endure, undisturbed, so severe a trial, deserves not only all our confidence but the fullest development and aid. And in view of some obstructions and interferences in the government of the scholars which some schools have met with from parents, and which are the custom of some districts more than of others, we feel called upon to remind them that the discipline of the schools is dependent upon their co-operation, and that while they can easily make trouble, it is very rare that any good result is produced by such interferences. Teachers are not perfect, but they are usually disposed to do all that they ought to do for parents who will take the trouble to inform themselves about their position and its difficulties.

It is in something of the same spirit that, in the discharge of our duties, we would address the whole town. If there is any thing that we have to desire of them or to recommend to them it is that they should bring themselves to take interest enough in the schools, and to inform themselves

sufficiently about them to make them what they ought to be, or to allow it to be done. The subject is annually brought up, but it has always hitherto been decided upon a side issue, which, although it includes the welfare of the schools, yet has never been decided with reference to that. The town sustains the districts because the people like them, and not, we respectfully submit, because upon an examination of the subject it appears that the schools are better in consequence of keeping up the districts than they would be without them. What we may have to say on this subject will have no practical effect for the present time, because the action of the town as to their administration has been already taken, but since, by law, a vote will have to be cast next year upon continuing or abolishing the districts within the town, we present some considerations which are suggested by an experience of several years.

The first difficulty in the working of a general system of instruction, and the root of all others, is in the District Schools. Common sense and the philosophy of education agree with the law in dividing instruction in the Public Schools into two portions—one of which, comprising what is understood by a good English education, is to be placed within the reach of all in every District School, and the other to be afforded to such as choose by the High School. The second follows very readily and is only possible when the first has been obtained. Now we have never yet had in this town a school in every district where a good English education could be acquired, and it is not very easy to see how we ever can have under our present system. All will acknowledge that it is first necessary to have a body of teachers. But teachers, like other workmen, must be trained in their calling; they are peculiarly susceptible to moral influences, to that encouragement which arises from an intelligent recognition of their services and from a continuation of and promotion in them, and when these are held out their interest becomes enlisted on the side of their duty and made to depend on their proficiency. These conditions are all violated where teachers are employed but for a short time by district committees, who rarely enter the school, and who, in far too many cases, are incompetent to judge of the qualifications of the teacher when they do visit it. In fact, it would be hard to contrive a worse plan than the one we now have for the selection of teachers. The district committees who hire them throw the responsibility of their fitness upon the town committee who are to examine them; the town committee, as long as the district is satisfied, are not anxious to take it from those to whom it belongs and who are most immediately interested. Besides, the case is always like that of the Duchess in *Don Quixote*, to whom Sancho Panza brought the letter to his wife for correction, telling her that if it did not please her she had only to burn it, for he could at any time write another which would be worse than that was. The

Duchess let the letter pass, just as the town committee does with the teachers, for fear of a worse one.

It is plain, on the other hand, that the more teachers there are employed by any authority the more there will be to select from, and the more interest in keeping the run of good teachers. And even with the same body of teachers there is a great deal to be gained by giving to each one a school adapted to their respective capacities. We could readily point to numerous instances of failure or success as the teachers happened to be hired in one district or another, when the school was suited to them or otherwise. It might have been predicted beforehand, but of course without the power of substitution there is no remedy.

We are unable to imagine how there can ever be a system which shall be equal in its action throughout the town unless it is under one management. And in a system of Public Schools equality is not only the highest justice, but it is also the primary condition of success. We know by experience more plainly than we can make it appear, how the backwardness of one district is a drag upon the advance of another. It is very natural that any of the districts should hesitate about burdening themselves with expenses in building school-houses and furnishing apparatus, which the non-concurrence of other districts would prevent them from obtaining the full benefit of. But all parts have an equal claim upon the town and will see to it that advantages allowed to one part are made up to the rest. To this cause, perhaps, is due the great improvement in school-houses which always follows the adoption of the town system, and in our situation it is as well that the whole question should turn upon this point as on any other. It would be in the power of the town to supply us in a few years with comfortable houses and graded schools in which the instruction would be uniform and alike to all, and, humanly speaking, this is not to be expected from the districts. The town must decide whether they will have the districts or the schools.

The objection is not unfrequently made that these views are urged by the committee only to obtain more power. Since any disclaimer that we might make would be unavailing with the objectors, we are ready to acknowledge that we should like to see a committee intrusted with the kind of power which is requisite in order to accomplish the good there is to be done. This is necessarily peculiar from the nature of the subject. For education is not of itself a self-sustaining, self-directing business; it is always a free gift from those who know to those who do not know. Those who receive it are not often led to do so by desire; they take upon trust what is offered and without being able to judge at the time of the value of the acquisition. The same thing is true of men as well as of children, of different orders of minds and of the various classes of the community. We all take upon trust a great many things from those in whom we think we

have reason to repose confidence, and so we must do here. What is the opinion of the legislature is very evident from their obliging those towns which have not already abolished the district system to vote upon the question of doing so every three years while those who have abolished it are not called upon to vote at all. There is no end to the high authorities that we might quote among instructors and friends of education in favor of the substitution of the town for the district system, while the experience of the towns which have tried it is uniformly in the same direction.

With the Common Schools so arranged and taught that in every one, or in every series of them, a good English education can be obtained, the High School might then add another province of instruction, instead of, as at present, supplying the deficiencies of theirs. For the greatest efficiency, its pupils should be received once a year, and instructed and graduated in regular annual classes. From the moment when the right system is put in operation, we expect to see a new spirit running through our youth. The animating principle of a Public School system is not to crowd a certain amount of learning upon every-body or any-body, but to give opportunity to those that desire it. The ambition to elevate their condition or themselves is the prerogative of no particular class; when the opportunity is offered, there are those of all classes alike to neglect and to improve it. The love of knowledge, and even the desire to advance ourselves through the possession of knowledge, are motives to animate the strongest minds, and to penetrate to every condition; and the fullest knowledge ought to be taken of them at a time when so many of our youth are beset by multiplying temptations.

School Committee.—SAMUEL FOWLER, GEORGE G. TUCKER, EMERSON DAVIS, H. B. LEWIS.

WILBRAHAM.

The town voted that a superintendent be chosen by the school committee, with a salary of \$100, to take the special charge of the schools, in accordance with an Act of the legislature found in section 35, chapter 38 of the Revised Statutes, which is as follows: "Any town, annually, by legal vote, and any city, by an ordinance of the city council, may require the school committee annually to appoint a superintendent of the public schools, who, under the direction and control of said committee, shall have the care and supervision of the schools, with such salary as the city government or town may determine; and in every city in which such ordinance is in force, and in every town in which such superintendent is appointed, the school committee shall receive no compensation, unless otherwise provided by such city government or town." The committee saw fit to choose one of

their number as superintendent, who has had the care of the schools, and a good opportunity to compare their relative merits and demerits, and is thoroughly convinced from the experience of the past year and preceding years, that this change is a good one, and as soon as "the right man for the right place" can be found, so soon will the system work for the increased prosperity of the schools.

We would recommend a continuance of the system for several years, that the people may satisfy themselves of its efficiency.

School Committee.—EMERSON WARNER, FRANCIS J. WARNER, H. M. SESSIONS.

FRANKLIN COUNTY.

BERNARDSTON.

The past experience of this, as well as other towns, proves that no better investment—considered as a mere matter of pecuniary profit—can possibly be made, than in good churches and in good school-houses. The value of every dollar's worth of real estate in a district is enhanced by the fact of its having a good school. And there are far higher interests to be consulted. Have you children? You can leave them no richer legacy than a sound education and an untarnished name. Have you none? Still, the benefit to society at large, and its reactionary effect upon yourself, should stimulate you to judicious liberality.

Build, therefore, a good, substantial structure, and let no thought of high taxes prevent you from having a school-house that shall be a good, comfortable home for children, a desirable working-place for the best of teachers, and a place you can always exhibit to your friends with pride, and often visit with pleasure. Above all else, let not the building, or its location, become a source of contention among you; but, as members of a school district, the most thoroughly democratic organization in our country, except towns, be guided by the voice of the majority, and all unite for the benefit of yourselves and of posterity.

In 1852 the town of Bernardston voted that the prudential school committees should report annually to the superintending committee, how much money for the support of schools had been received from the town, by the district, during the year, and its manner of expenditure. Also that the town treasurer should divide any unexpended money in any district,

among all the districts in town. The matter has been somewhat neglected of late, and during the past year, one district, at least, retained something more than twenty dollars unexpended, which should, in justice, have been divided among all the districts in town, or expended in the district to which it properly belonged, during the year for which it was intended. The practical operation of retaining money in a district from year to year, may not be fully understood.

Suppose Mr. A. has a son or a daughter who has nearly reached the age that will necessarily stop attendance on the Common School. Every moment, therefore, grows more and more precious. Money is raised for the support of schools for the present year, and Mr. A. contributes his full share. The money is not invested in schooling, but kept in the district, and Mr. A.'s child loses forever the benefit that should have been derived from its expenditure.

Mr. B. pays his taxes and leaves town at the end of the year. His money is not paid to educate his children, but kept in the district till he has left town, and educates another man's children at some future time.

Again, money retained in the hands of any prudential or superintending committee is less safe than when invested in a valuable education.

Your committee, therefore, recommend the re-adoption of the votes passed in 1852, and that the superintending committee attend promptly to their duty of reporting delinquents at the annual meeting.

School Committee.—S. N. BROOKS, H. B. BUTLER, B. S. BURROWS.

CHARLEMONT.

We take this occasion to express our decidedly favorable opinion of the beneficial tendency and operation of Teachers' Institutes—both upon the friends and patrons of our Common Schools, as well as upon the teachers in attendance, as was evinced by the one held last fall, in a neighboring hospitable village, under the superintendence and direction of the Secretary of the Board of Education. Mind is here brought in contact with mind, different subjects are discussed, thought is elicited, and good results obtained.

School Committee.—STEPHEN BATES, SENECA PARKER, A. P. MAXWELL, Jr.

COLERAINE.

It will be seen by reference to the above statistics, that only about four-fifths of the scholars that belong to our schools are in regular attendance, or that in a school of fifty scholars only forty attend each day. We have also noticed, in examining the registers kept by the teachers, that only about six

per cent. of the scholars who have attended the past year have been neither absent nor tardy. In one school of about fifty scholars, there were only two who had not been either absent or tardy. In another school about the same size, there were only three, and these, as is usually the case, were among those who lived farthest from school. We have also noticed that in the village districts, the scholars are the most irregular in their attendance. Some of our schools have suffered very much in this way, and much injury has been done, not only to the absent scholars themselves, but to the whole school to which they belong. Tardiness and irregular attendance are insurmountable obstacles to the success of any school. More than one-half the benefit of the money appropriated to our schools is lost to many of the scholars, through the neglect of parents and teachers in this respect. Parents can secure the attendance of their children at school if they will only take the trouble. It is to be hoped that both parents and teachers will agree upon some plan by which punctuality may be secured. We would recommend for the encouragement of those who are regular in their attendance, and for the purpose of encouraging others, that in future the names of those who are neither absent nor tardy during the year, be mentioned in the report of the committee, or in some other way be noticed by them.

The securing of thorough, efficient, and successful teachers, is of so much importance, that your committee think they shall be justified in calling your attention to the consideration of this point. Of the twenty-nine different teachers employed in town the past year, it will be seen that only five of them taught both summer and winter; and of that number, not more than two or three were employed to teach both terms in the same district. Careful observation has convinced us that frequent changes of teachers is detrimental to the best interests of schools. When a teacher, of whose fitness you have become satisfied, becomes acquainted with the disposition and attainments of a school, it is for the interest of that district to retain said teacher as long as he shall do well, rather than to change teachers with every term, as is now the custom, requiring two or three weeks at the commencement of the school in forming new acquaintances. In employing teachers, we would caution prudential committees against hiring those who do not intend making teaching their business, but only take it up for the time, for the want of something to do that suits them better, or for mere present profit. Such teachers seldom take much interest in their schools, or are at any pains to qualify themselves for the art of imparting instruction. But rather employ those who teach because they love to teach, for a school teacher to be successful, must be one of choice, not of necessity. But above all other considerations, see that those you employ possess a good moral character, refined manners, genteel deportment, so as to command the respect, love, and confidence of their pupils, that they may be able to teach those you commit to their care, both by precept and example; for if

they fail in this, they are not suitable to be intrusted with the education of children. We would advise all those who intend making teaching a business, to embrace every opportunity to qualify themselves, and obtain the most improved method of teaching. The committee would particularly enjoin it upon teachers, and all preparing for this avocation, that they avail themselves of the advantages to be derived from attending the Teachers' Institute, Common School Association, and lectures upon the subject of education, whenever within their reach. They will also find the "Massachusetts Teacher" a journal of much value, containing much that is both useful and interesting, which may be obtained for one dollar a year.

School Committee—O. J. DAVENPORT, O. B. CURTIS, J. R. SMITH.

HAWLEY.

The number of months of schooling has been considerably less than last year, as there was less money raised for that purpose. The reduction was severely felt in the small districts, in some of which they had but one term, and that not a long one. We think the town ought to appropriate more money, or reduce the number of districts. It does not require much arithmetic to decide that five hundred dollars divided among ten districts gives but fifty dollars to each, nor does it take a great amount of financial experience to satisfy any one that fifty dollars will not pay the expense of six months' good schooling. This, however, does not tell the whole story; while some districts receive considerable more than fifty dollars, others are obliged to do with less than that sum; but even this is not the worst of it—a large per cent. of the money used is wasted by employing scholars to teach. Let us introduce a little more arithmetic, to determine the number of scholars in each district: the whole number of scholars between the ages of five and fifteen years, in town, is one hundred and twenty-three; this, divided by ten, gives twelve for each district. This, again, does not show the whole truth; while some districts have twenty or more, others have not more than four or five. Can a town with as slender means as the town of Hawley, afford to pay a good teacher for spending his time upon so small a concern? But the rising generation must be educated, cost what it may. It is too late to think of neglecting this duty to save our money. We hold that every town has a moral and legal responsibility resting upon it to provide the means for giving every child a good Common School education. We say, then, that the town of Hawley ought in some way to provide for longer schools.

It may be worth while to inquire how much might be saved if the number of schools was reduced to six, which we think might be done without great inconvenience to the people, and thus save four schools.

Assuming that each of these districts must have six months' schooling, which is the minimum quantity required by law, the whole expense cannot be much less than one hundred dollars for each school, making a saving of four hundred dollars, to say nothing of the cost of keeping in repair four school-houses. The schools, too, in our opinion, would be greatly improved, a better class of teachers employed, and the intellectual, social, and moral condition of the schools would be promoted. It will be said that in a sparse population like ours, the trouble of collecting all our scholars into six schools, would more than balance the advantages, especially in winter. This objection is more specious than solid. In almost all the districts, those who have female scholars attending, convey them to and from school in their sleighs or sleds, and when your horse is harnessed it makes but little difference whether you drive him one mile or two; at the same time you are beating the snow and opening good roads to the traveller, and bettering the social condition of your neighborhood. But one practical truth is more convincing than many theories. How do we act when the money is drawn directly from our own pockets, as it is in supporting private or select schools? Would the town of Hawley sustain ten private schools to save travel? Do they not devise "ways and means" to get to school beyond the limits of their own districts? Suppose there were fifty scholars in town to attend those schools, would any one think it worth while to have five schools, because it might save a little travel, or other inconvenience? Why should we be more careful of money when we pay it voluntarily, than when it is drawn from us in the form of taxes?

School Committee.—JOHN VINCENT, CHARLES CRITTENDEN, B. E. SMITH.

HEATH.

Another school year, with its toils and its trials has passed, and as we look back upon it, we believe that some progress has been made during the time; yet your committee must say that our schools were not altogether what they would have them to be, and some of them have fallen far below their idea of what a good school should be.

One of the principal causes of this failure we attribute to the custom of engaging young, inexperienced persons as teachers. And here we would say to those whose duty it is to engage teachers for the coming year—beware of cheap teachers, for they often prove the dearest of articles. We believe a school of ten weeks taught by an experienced and energetic teacher, who feels an interest in those under his charge, to be of more value than fifteen weeks of school under the direction of a young, inexperienced person, who feels little or no interest in the welfare and culture of

those immortal minds that are placed under his charge. We should not hear so much complaint of disorder in our schools if more of our teachers possessed that rare and valuable gift—the faculty to interest their pupils and keep their minds awake and active. If you have an earnest, active, interested teacher, you will have an earnest and interested school. Literary qualifications are but a small part of what is required of a teacher.

We cannot close this, our annual report, without calling the attention of parents and guardians to the want of regularity and punctuality of scholars in their attendance upon our Public Schools. Of the one hundred and sixty-four scholars that have attended our schools the past winter, we see by the school registers that only sixteen have been neither absent nor tardy, and the average attendance for the same schools amounts to only one hundred and thirty-seven, showing a loss equal to twenty-seven scholars for the entire term, or more than sixteen per cent. The record for the whole year shows a still greater loss. Of the two hundred and eighty-six scholars registered for the year, we find a loss equal to sixty for one term, or twenty-four and one-half per cent. of the whole. Can we thus afford to lose nearly one-fourth of all the money appropriated for the support of schools in this way? We continue our investigations still further and find that the tardiness of scholars figures somewhat largely, in this account,—allowing that each scholar who has been tardy during the past year has lost ten minutes each day,—which we consider to be a low estimate, it would amount to twenty school-days of six hours each for one scholar; yet the loss is not all told by this. We are led to believe that parents do not realize all the evils resulting from this bad practice. The teacher is censured, and perhaps justly too, if he is not at the school-house at the precise time each day; yet how often is the first half hour of the day interrupted by the entrance of tardy scholars. The attention of those present is taken from their exercises, the teacher is troubled with the interference, and the school proceeds with difficulty. Yet the greatest injury resulting from this practice falls upon tardy scholars themselves, for we surely cannot expect that children who are slack and dilatory in the performance of their duties will become prompt and punctual men. They will be more likely to be “half an hour too late in every thing through life.”

Superintending Committee.—E. P. THOMPSON, H. L. WARFIELD.

LEVERETT.

We may express a few thoughts as to the practice of rotation of teachers in our schools, and of the custom of going abroad for them. We think, as a general rule, both of these customs are unfortunate and unhappy. The rule has its exceptions, it is true; but if the teacher has shown himself

unsuitable for the station by one or more trials, surely, such an one could not expect to be re-instated in the office; or if our own town does not furnish teachers of a sufficiently high grade, or of a grade which compares favorably with those from abroad, then we should go abroad for them,—the highest interests of the youth require this. But if we have with us those equally qualified for their work, does not wisdom point to these as our instructors?

Great care is essential in the selection of teachers adapted to their work; it needs wisdom to do this; hence too much pains cannot be taken in this branch of the prudential committee's duty, or by the superintending committee in granting their approbations; the wise action of the former will relieve the latter sometimes from straits; and the latter should not feel bound to grant approbations only when they are due. The proper committee is not called upon to hire the first teacher which makes application: neither should he put off securing the services of one until the last moment. Let the prudential committee early seek a teacher of known and tried character and reputation, or one who he thinks will become such. When a teacher of the right stamp is obtained, then let such an one be retained, if possible, during successive seasons. This practice will tend to do away with teachers of an inferior class; it will tend to the better qualification of those who are successful; it doubtless will increase the attachment between the teacher and the pupils, and on the whole it will promote the mental and moral advancement of the latter.

We may here observe, that when a suitable teacher takes charge of a school, much of his success will depend upon the co-operation of the parents in the district. If, therefore, the inhabitants of the district desire the moral and intellectual advancement of the children, let them unite heartily with the teacher, and thus afford him support and comfort in his trials. He needs their co-operation. If, instead of this, they oppose his measures, they will do much to render the school disloyal, to thwart its highest designs. It is true, that parents need forbearance sometimes; they need to observe also the wisdom of silence in the presence of their children, for a little matter may kindle a great and unexpected fire.

School Committee.—REV. JOHN HARTWELL, DAVID RICE, M. D., ELMER GRAVES.

MONTAGUE.

The Public Schools of Massachusetts are not a privilege which the citizens of the State enjoy, or not a privilege merely. It is by this system of public instruction that our fathers undertook to maintain our freedom. Herein lies our strength. An instructed people will always be free; an ignorant people seeks to be governed. And hence the necessity of public

instruction. But more : ignorance is apt to ally itself with vice. Intelligence naturally seeks virtue as its ally. The ignorant man is to a certain extent a helpless man—educated, he becomes the helper of others. The first step in fitting a child for life—in giving him usefulness, wealth, character, virtue, refinement of mind and soul, is to educate him. In the first place, then, it is the absolute right of the child born in this land of free institutions and free schools—his right, and not merely his privilege—that he be educated as well as possible ; not as well as may be convenient, but as well as under the circumstances he can be. The parent may not lightly keep his child from school. Trivial matters may not interfere. It is not right that matters of mere whim, or mere family convenience, should prevent the future man from being fitted for his manhood. It is the child's *right* to have *all* the advantages for education which are afforded, and it is therefore the parent's *duty* to see that the child enjoys his right fully. And education is not a work confined to the proper training and cultivation of the intellect. All the faculties of our nature, physical, intellectual and moral, must be duly cultivated and properly directed, in order to make a man a good and worthy citizen.

We notice with pleasure an increasing disposition on the part of many districts to re-engage the teacher who has once proved successful among them, even at an advanced price. This is greatly to be desired, for there is a vast difference between a short good school, and a long poor one. The former may be a source of benefit which cannot be estimated ; the other, by the habits to which it gives birth in the pupils, and by its deadening, stultifying, idiot-making influence on their minds, is a curse, and the longer it continues, the more of a curse it becomes.

While visiting the several schools, we have not dared to shut our eyes to any class of faults which came under our observation. We have uniformly endeavored, faithfully and plainly, to point out whatever in our opinion might be altered for the better. But we would not fail to notice the seeming kindness and even pleasure with which teachers have in every instance received our suggestions. This token of their confidence, and the many others we have experienced, have rendered our visits a peculiarly pleasing duty.

Another circumstance we mention with pride and pleasure is the welcome we have uniformly received from the school itself. In one of the summer schools we had occasion to complain, at our first visit, of their deficiency in spelling. Passing the place some two weeks after, at noon, almost the whole school came out and asked us to visit them again, for they had not missed a word in spelling since we were there.

NEW SALEM.

To insure success in our schools our houses must be of fair proportion, conveniently fitted up, neat, well ventilated, thoroughly furnished, with generous blackboards, outline maps, and all other apparatus needful to awaken interest, secure attention and illustrate the facts of science. The condition of our school-houses and providing suitable apparatus, is a matter which is too much neglected. The furniture of the school-room seems to us as necessary as the implements of husbandry—the ploughs, hoes and carts upon your farms, or the tools of the mechanic. When well furnished, they become workshops for the mind, where the active intellect will be interested and engaged.

Having secured a fit place and ample means, then let the parents go in and view and review the progressing work. They must know themselves the true state of their school. Instead of taking up the various slanderous reports that are brought from the school-room by their children, or otherwise sympathizing with them, thus destroying the authority of the teachers, let them in the onset enter and give the teacher a cordial greeting and a hearty co-operation; and let these visits be frequent, thus manifesting a desire to foster the efforts that are being made for the intellectual and moral culture of their offspring.

School Committee.—A. E. KEMP, L. CHAMBERLAIN, B. W. FAY.

ORANGE.

Your committee are of the opinion that in some of our schools an undue attention is given, by some of the pupils, to the study of mathematics, to the neglect of other and equally important branches. While we concede the value of mathematical acquirements, we think that there are other branches that should not be passed over slightly. Such a knowledge of English grammar as will enable its possessor to speak and write correctly, and such an acquaintance with geography as one needs to read a common newspaper understandingly, are important, and can nowhere be so well acquired as in our Common Schools. Physiology, too, is too much neglected. Would it not be better if scholars knew more of the physical laws of their constitution, which pertain to health and life, even if in gaining the knowledge they were to neglect some of the more advanced chapters in algebra and geometry? Our happiness and usefulness in life depend much upon a sound physical system, and this can be preserved only by knowing and obeying the physical laws of our being. Correct spelling and reading are among the primary objects of a good education, and no conceit that they are stale branches should prevent a proper share of attention being given to them.

Map-drawing was recommended to the attention of our schools, the past year, as one of the best methods of fixing a knowledge of geography in the mind of the scholar. It was adopted by several of them with gratifying results. Especially was this the case in district No. 8, where not only the amount but the quality of the drawings was most creditable to both teacher and pupils. It is hoped that map-drawing may yet become more common in our schools.

Vocal music is more generally practiced in our schools than formerly. And there are sufficient reasons why it should be. It has its foundations deep in our nature. Nearly all living creatures are moved by the power of music. Its practice conduces to health, cultivates taste, and increases the amount of rational enjoyment. All scholars who have the gift should join in the exercise, and not merely a selected few, as is sometimes the case, do all the singing. A few minutes daily given to its practice not only gives relief to the monotonous round of recitations, but by its enlivening and elevating influences, renders the scenes of the school-room more attractive and agreeable. It harmonizes the feelings, at the same time the pupils are cultivating one of the noblest gifts of their nature, and one which will be an abiding source of enjoyment during life. Its practice should be adopted in all of our schools, especially where the teacher can lead in the exercise.

During the past year parents and citizens have more generally visited their schools than formerly. A practice which thus encourages the teacher and scholars should not be neglected. While it enables parents to judge of the affairs of the school, it likewise tends to impress upon the scholars a deeper conviction of its importance, and incites to increasing diligence in their acquirements.

As there are few positions of greater responsibility than that assumed by the teachers of our schools, great care should be observed in making a judicious selection. To their care is to be intrusted the pliant minds of our children and youth to nurture and mould aright. The conviction has now become general that mere intellectual attainments, even when accompanied by natural gifts and "an aptness to teach," are not all which are necessary to make a successful teacher. The general manners and moral tone which the teacher daily exhibits before his scholars, will be more or less imaged forth upon their hearts. Children are creatures of imitation, and viewing their teachers as proper models, will copy their examples and measurably imbibe their spirit. If uncouth manners, ill-temper, or severe expressions are frequently indulged in their presence, they cannot wholly escape their evil effects. The influences exerted at our schools and our homes go far in forming the character and in determining the habits and course of life. The true object of education is not merely the acquisition of a knowledge of the various sciences taught, the training of the intellect to comprehend abstruse points, and to solve difficult problems. Our laws regard man not only as

an *intellectual* but a *moral* being; and education includes the formation of character, right habits, and such development of our moral nature as shall lay deep the foundations for a life of usefulness, justice, integrity and all that constitutes the good citizen.

School Committee.—LEVI BALLOU, R. D. CHASE, SAMUEL S. DEXTER.

SHUTESBURY.

If we desire our glorious system of Common Schools to continue its manifold benefits with constantly increasing usefulness in future, there must be a union of hearts and hands, there must be a cordial co-operation and hearty reciprocity of action among its friends, and in all that tends to promote its prosperity and success. Superintending committees, prudential committees, parents, teachers, and scholars must labor together in harmony. It is evident to the observing mind that something is needed to stimulate the people to activity and zealous action in their endeavors to secure the inestimable privileges capable of being realized from our Common Schools. We believe what tends most to cripple the energies of our schools is the want of proper interest on the part of parents; they permit some prejudice, party feeling, or personal interest to divert the mind from the mental elevation of their children, or from a weak and misguided affection, permit them to absent themselves from school upon some trivial pretence, and thus ignorantly or wilfully deprive their children of the richest boon which is in their power to give. If parents are not interested, it is not to be expected their children will be. It matters not what may be the teacher's qualifications or how zealous he may be to benefit the pupils, the school will be comparatively of little value to those scholars whose misfortune it is to be placed under the care of such parents.

School Committee.—JARVIS WILSON, SAMUEL H. STOWELL, ASA OBER.

SUNDERLAND.

We regret to see that singing as a school exercise has so nearly died out, and is so little practiced. We were pleased to find it in a few, and as to introduce it through the teacher seems to us the only practical way, we would call the attention of directors to this subject in procuring teachers, that in candidates equally worthy, they may give a preference to one who can sing.

We hope there may be some change in the present method of hiring teachers, or rather in the time when they are brought before the general committee for examination. To have the directors hire the teachers and

bring them before the committee for examination, just on the evening previous to the commencement of the school, or more often still on the very morning that the school commences, with all the school assembled waiting for the teacher to arrive, is not placing the examining committee in the best position to act with careful discrimination. To refuse a certificate under such circumstances causes such chagrin and mortification to the individual, such disappointment to the district, and embarrassment to the directors, that common charity often influences committees to give a teacher a trial, unless the individual is evidently every way unfitted for the post. The usual result of such trials is that the individual is retained and the school becomes a poor one, or he is sent away too late to have the school as successful as it should be. The committee endeavored to avoid this difficulty by appointing an earlier day for the examination, but they had the room pretty much to themselves on that occasion, while the teachers came just before their schools commenced as usual.

We would recommend that directors be required to engage their teachers and report them to the committee the coming year on or before the third Saturday of April for the summer schools and on or before the third Saturday of November for the winter schools, and have the teachers present themselves for examination if desired on the appointed day, and that it shall become the duty of the general committee to procure a teacher for each district whose director so fails. We can have no good schools without good teachers, and every effort should be made to obtain them.

School Committee.—EDWIN A. COOLEY, EDWIN G. FIELD, ELIHU SMITH.

WARWICK.

To Teachers.—A few words to teachers, and those intending to make teaching their profession or employment may not be inappropriate. It is not sufficient that teachers of Public Schools should be legally qualified, and thereby receive the approbation of committees. It is not sufficient that they should be able to readily solve all the problems which may be brought before them, or to analyze and parse any verse in Pope's Essays, in order to be successful in the important calling which they have chosen, but there are other qualifications, very essential to their success, which cannot be obtained by mere application to study, and the perusal of books. Teaching is a profession which must be learned by those wishing to excel in it. It is one thing to be possessed of knowledge, but quite another thing to be possessed of the ability of imparting that knowledge to others.

There are institutions in various parts of the State, established for the purpose of giving teachers a better opportunity to qualify themselves for their important duties. I refer to Normal Schools and Teachers' Institutes.

We, as citizens, either directly or indirectly, do our proportion towards the support of these institutions. Then why not patronize them and avail ourselves of some of their benefits? The expense of attending a Teachers' Institute once or twice a year, is a mere trifle compared to the many advantages which might be received therefrom. I speak from personal observation, and I earnestly recommend to all, (young teachers especially,) their attention to Teachers' Institutes.

Much information in regard to the best methods of instruction, as well as interesting reading, may be obtained from publications upon the subject of education; and I here take the liberty of recommending a monthly journal published in Boston by the Massachusetts Teachers' Association, entitled "The Massachusetts Teacher." It is edited by a score or more of the most celebrated teachers in the State, and is truly a valuable work.

Superintendent.—E. G. BALL.

BERKSHIRE COUNTY.

ALFORD.

But while we speak of improvement in the means of instruction in our Public Schools, let us stop and inquire if we have improved to the best advantage the means we already have. By referring to the record of attendance for the past year, we find there has been a great loss of money expended, caused by tardiness, and irregular attendance. Do parents and guardians fully realize this loss to the children intrusted to their care? The attention of parents has so often been called to the evils resulting from irregular attendance at school, that we take it for granted that nothing need be said to show the many ways in which these evils operate. The remedy is what we ask for. And for this, to a great extent, we must look to parents. Many parents, thinking they cannot spare their boys to go to school at the commencement of the term, say to them: "Boys, if you will stay at home a few days, and help get the work out of the way, then you can go to school, and attend right to it." The boys stay at home, and help finish up the work. Now they commence going to school, but before they have attended many days, some unforeseen jobs of work will present themselves, and it is only by redoubling their efforts that they are able to

go to school three days in a week, and then they cannot get there until half-past nine o'clock, and must get home at half-past three. Such cases remind us of the old lady who, it is said, was so penurious that she would give a boy that was living with her, a penny to go to bed without his supper, and in the morning she would make him give her that penny back for his breakfast.

We earnestly hope that parents will fully realize the importance of giving their children an education that will render them useful in any society in which they are destined to move, and enable them to fill with honor whatever station in life they shall be called to occupy.

School Committee.—LUKE SHEAD, M. R. VAN DEUSEN.

BECKET.

Before concluding their report, your committee would urge upon the town the necessity of selecting the very best men in the several districts for prudential committees; for on them, more than on the superintending committee, depends the character of your schools. In too many cases, prudential committees are chosen without due regard to their fitness for the office; persons who feel no particular interest in the schools, and who consider the office a burden—as it really is, no compensation except the honor being allowed them for their services—and who, to avoid all further trouble in the matter, hire the first person that presents himself, without considering whether he has any of the qualifications requisite for a successful teacher, but leaving that to be determined by the superintending committee; who, if the result proves a failure, must be held responsible for allowing him to enter the school. Now in almost every instance, the teachers hired by the prudential committees, teach the schools for which they are engaged. Only two have been rejected in this town, in the last two years. Superintending committees can only judge of the literary qualifications of those who present themselves for examination, and this is only one of the many items, requisite for a good teacher. If a teacher is generally qualified, he may not be well adapted to the particular place he is to occupy. The size of the school, the age and disposition of the scholars, their degree of advancement in study, and the wishes of the district, should all be consulted. Prudential committees cannot exercise too much caution in the selection of their teachers.

Nor will it do to place too much reliance upon an examination before the superintending committee, which must necessarily be short and superficial, and where it is impossible to ascertain whether the candidates for teaching possess those qualifications, without which, no amount of knowledge derived from books, will ever fit them to become good teachers.

But when once a good teacher has been secured, he should be retained, if possible. This too frequent and unnecessary change of teachers is very detrimental to our schools, and has done more than any thing else to retard their progress. One season the schools advance—the next, they recede; at one time they are taught by persons fully qualified for their business; and at another, by those as fully conscious of their deficiencies, and whose hopes of success are based only on chance. This fluctuation in our schools should by all means, if possible, be avoided. No business man would change his clerks or agents, who conducted his affairs satisfactorily, unless compelled by necessity. And nothing but absolute necessity can ever justify the exchanging of a teacher who has proved himself to be a good one, for any other; as good teachers have their own peculiar ways of imparting instruction, and it necessarily requires considerable time for the pupils to become accustomed to the new order of things, and for the teacher to get acquainted with the dispositions and inclinations of his scholars. But when a teacher has been employed in the same school for several seasons, all this is avoided, and there is no necessity for expending one-half of the term in correcting the errors of former ones.

School Committee.—A. W. CROSS, SAMUEL INGHAM, WILLIAM J. BRECKENRIDGE.

DALTON.

The District System.—At our annual town meeting in March, 1863, we shall be required by the laws of the State to vote upon the question, whether this town will retain or abolish the present school district system. Desiring that their fellow townsmen should give their votes on that occasion, intelligently and with due deliberation, the committee would invite their thoughtful attention to the following considerations.

For their own part the committee have no desire to be saddled with additional burdens. At the same time, it seems to them clear, that as a general rule the town committee would be able to do far better by the schools in the selection of teachers, than can be done by district committees. There are two great objections to the plan of district committees, which to us seem conclusive. In the first place, the office is, and must be, often held by men whose education, taste and circumstances do not properly fit them to take charge of the schools. In the second place, it involves perpetual and often most unfortunate changes in the teachers.

On the other hand, the town committee ought to be chosen from the number of those citizens best qualified for the office. Again, this committee would always have a large and ample range for the selection of teachers, so that it would be its own fault if it did not obtain those well qualified for their positions. It also possesses largely the quality of permanence, and

having once obtained the services of a good teacher, it would be likely to retain them as long as possible.

Graded Schools and a High School.—But the chief reason why it seems to your committee desirable that the district system should be abolished is, that it would enable us to recast our school system to our great advantage.

Three of our schools are precluded by their location from the advantages of a graded system. But the other three (at the Centre, Carsonville, and Craneville,) might enjoy them readily and to their great benefit.

Your committee believe that a large majority of our best citizens share with them in the conviction that a public High School is something which we greatly need, and must have at an early day,—a school in which all our children may have the opportunity to obtain a good and thorough education, and which shall save us the expense of a select school, or of sending our children away from home for their education.

The location of the town is peculiarly favorable for the establishment of such a school. There is not a family within the range of our religious societies which could not participate in its advantages.

This enterprise would involve no undue pecuniary burden. At present our expenditure for schools in proportion to the valuation of the town, as compared with the other towns in the State, is very small.

School Committee.—E. L. CLARK, A. S. PEASE, C. W. MITCHELL.

FLORIDA.

The benefits of a good Common School education are admitted by all. Not only is it an ornament to its possessor, but to the child acquiring it, it serves as a shield from vice. We will take an illustration.

There are two small lads of equal age, and natural abilities. One of them is sent to school and finds there the friendly teacher, upon whom rests the exalted responsibility, not only of aiding in the child's first acquisitions of learning, but in looking after his moral welfare. He mingles with associates upon whom is bestowed the same care. He learns to respect the rights of others, and to respect law. Punctuality is acquired, which alone is a lesson that will be of untold value. And these invaluable school privileges are not for a day, or a month, but for years, and he improves them.

The other lad is allowed to remain at home, his parents thinking that little or no good would result from sending him to school, and to this he does not particularly object. At home and elsewhere, it may be in the streets, he associates with other idlers, some of which will soon graduate from the "street school." Idleness, profanity, and their accompanying vices, are soon acquired, and the boy grows to manhood possessing few other

accomplishments. Which of these two has the brightest future before him? Which will be the most useful and the most happy through life? Let any one answer; let the little boy or girl that looks at this picture answer, and it will be correctly given. Admitting, then, the indispensableness of a proper moral and intellectual training to children, all should heartily assist in this noble work. We might speak at a greater length on this subject, and also of the advantages of a thorough knowledge of each of the branches studied, but must forbear to do so.

School Committee.—HENRY D. CLARK, NATHAN WHITE, A. D. TOWER.

GREAT BARRINGTON.

The experiment of grading the schools in the Centre and Water Street Districts has been successful, and is of great advantage to those districts. The Water Street District have added a large room to their school-house, at a large expense, but we venture to say that not a man can be found in the district who would wish to return to the former state of things. The room is spacious, high, well lighted, handsomely painted, and furnished with chair seats without desks in front; and the effect of such a room upon the children is very apparent. They are evidently proud of their school-room and anxious to keep it in good order. The influence upon them of the neat and cheerful room is perceptible to every one who visits the school; and the perception of this influence would be a profitable experience to those among us who believe that their children can learn as much in some old rookery, unsuspecting of paint, whose battered walls and shattered windows look as if it had been shelled by one of Foote's gunboats.

School Committee.—A. D. WHITMORE, J. DEWEY, JR., JOSEPH TUCKER.

HINSDALE.

The third manifestation of want of interest, we shall notice, is the fact that very many children are permitted to be irregular in their attendance. This is a very great evil, and it is beyond the power of teachers to control. It is true the teacher can, by making his school attractive, invite the attendance of scholars. This he should do; but beyond this he has little control in the matter. If the evil is overcome (and it must be before our schools are very successful,) it must be overcome by influences beyond the teacher. If reference be had to the statistics given in this report, we shall see that this evil has prevailed extensively in some of our schools during the past year; and it has been a very great detriment to their success. The number of days lost by irregular attendance, in one school, in a term

of sixteen weeks, having forty-one returnable scholars, is nearly one thousand; and this school is not below the other schools in town in average attendance. Your committee feel that the loss consequent upon irregular attendance is incalculable. It is not confined to the absentees alone. The whole school is marred and crippled. In the language of another, "The absence of scholars to a school is like the loss of limbs to a body." The teacher is disheartened and depressed. The remaining scholars are interrupted and retarded. The course of study is broken up and destroyed; while to the truant scholar there comes a sure, aggravated and remediless punishment. He throws away with wanton hands the golden opportunities of youth, and neglecting mental culture while it is possible for him to obtain it, loads himself, if not with infamy, with the heavy burden of a life-long regret. Fellow citizens, it is a startling truth that the youth of this town, those that have been members of our schools, have lost almost eight thousand days of school during the past year. This fact alone is enough to account in a great measure for the low condition of our schools, and for it we are all directly or indirectly responsible. We need not expect our youth will prize institutions which their seniors and parents treat with disregard.

But how shall this sore evil be remedied? We answer, make the school-room in all its appointments, in the studies and modes of instruction, and in all the relations of teacher and pupil, so interesting and attractive that it no longer repels the scholar, but draws him with a sweet and powerful constraint. Let the influence of our leading men be turned to the uplifting of our Common Schools from their low estate. Let every citizen be so impressed with the importance of school privileges that the truant shall see even in his very looks a rebuke for his truancy. Let the parental sympathies be enlisted, the parental authority be invoked, and the resolve be made and executed by every parent, that his child shall not be permitted to throw away this crowning privilege of his youth. If these influences should fail to remove this evil of truancy, then let an appeal be made to the law, which has ample power in this matter, and the youth of our town be compelled to avail themselves of the opportunities which have been secured to them at so great a cost.

The next subject to which we would invite your attention is the changing of teachers. Your committee feel that, by the frequent changing of teachers our schools are subjected to a great loss. We think it would be far better to get good teachers in the first place, and then keep them as long as possible in the same district. A new teacher always comes into school a stranger. He may be diligent in looking over his scholars, and in ascertaining their standing and acquirements; and may class them according to his best ability. But he soon finds that he has only made a beginning in the matter of classification, and goes to work to rectify his mistake. Thus

day after day is spent in doing what his predecessor would have done in an hour—and even weeks may be required to regulate the school, learn the dispositions of scholars, and acquire such an influence over them as to get them well under way. Whereas a teacher acquainted with the school would be able to use his efforts immediately for its advancement. And it is apt to be the case when a teacher expects to be retained in the same school only a single term, that he is less thorough in his instruction than he would be if he expected to teach the same school a series of terms. He finds it easier to hear recitations repeated by rote, than to secure the thorough comprehension of the principles which they involve; and he is often tempted to adopt such a course, as being the most productive of immediate and showy results, that his school may make a display on examination; whereas the permanent teacher would labor to lay a good foundation in the beginning, knowing that the real success of his school would be insured by such a course.

In conclusion we would say, we gladly hail any manifestation of awakening interest in this community with reference to the cause of education in this town; and congratulate ourselves with the prospect that the night of inaction is beginning to clear away. The people are beginning to talk and think upon the subject of Common Schools, and are inquiring into the causes of their low condition. Sure indications, we think, of a brighter day in future. God speed the day!

School Committee.—H. A. DEMING, CHARLES D. SMITH.

LANESBOROUGH.

School-Houses.—Of the seven school-houses now in use, four need rebuilding, or extensive repairs. The “North,” which stands entirely in the road, is venerable for antiquity, and remarkable for letting in pure air from every crack and crevice, but in doses too strongly allopathic, when the thermometer ranges below zero. Although worthy of respect for the good which it has done, it is high time that its place should be occupied by another. The Silver Street, South-West, and North-East school-houses, all need remodelling, and other repairs, to make them comfortable and convenient. It is hoped that these changes will ere long be accomplished.

Defective Instruction.—It is a matter of astonishment and regret, to find so few good readers in our schools. The great importance of good reading as a fundamental requisite to the acquirement of useful knowledge, and the number of years in which children and youth are kept, at the present day, at school, increase this astonishment. The best readers and the most numerous, are among the girls in the North Central school. A few quite young in other districts promise to become such with suitable training,

while the great majority grow up utterly incompetent to read well an ordinary sentence. Now whether this defect, in a primary branch of education, is owing to the want of proper instruction, or to indifference and neglect in its application, the evil should be remedied. Our mode of doing business in town and State affairs, renders it desirable that the art of reading with facility and propriety be primarily cultivated. Moreover, no one will ever acquire a taste for extensive knowledge, who cannot read correctly. As a means for improvement in this respect more time should be bestowed by our teachers to this exercise. Lessons should be more thoroughly studied. Difficult words should be spelt out by the reader, instead of being prompted by the teacher. No word should be passed over without ascertaining its meaning, and due attention paid to accent, cadence, the proper inflections and tones of the voice, and to punctuation.

Where these considerations are overlooked, scholars may read in a class ten or a dozen years without improvement.

Moral Instruction.—The duty of a teacher is by no means limited to intellectual culture; and that education is defective where the principles and practices of a rigid morality have not been duly nurtured and illustrated. Our Common School laws are based upon, and recognize these truths. The conduct of children during the hours of recess should be inspected by the teacher, and all language and conduct, at variance with the most rigid propriety, should be properly noticed; and the delinquent, if persistent, punished. It is a common saying, that the first rudiments in vice are learnt at school. If, however, our children cannot there preserve the unsophisticated manners and habits of their home influences and instructions, they had far better forfeit all the advantages of a more public education.

School Committee.—SAMUEL B. SHAW, GEORGE T. DOLE, DANIEL DAY.

LENOX.

And in this connection we would say, that we consider it of prime importance, that the school-house be made externally and internally as attractive as possible. It should present a neat and comfortable exterior, inclosed in an ample playground, beautified by shade trees, and located so far from the highway that its noise and dust will not be an annoyance. The school-room, in particular, should attract by its pleasant arrangement, and comfortable seats and desks. It should be furnished with blackboards, large maps and charts, hung upon the walls, a good globe, a pail and a cup, a broom and a good stove, shovel and tongs. The windows should be furnished with shades or blinds; and, what is very essential, the room should be well-ventilated.

The school-houses in this town do not come up to this standard. Although some of them are far better than others, yet the best of them

need many improvements to make them what they ought to be. In most of the school-rooms there is a good stove, but we have not seen a shovel or pair of tongs in one of them. Two school-rooms are furnished with good and convenient seats and desks, such as ought to be in every one. Not one school-room is ventilated, except as it has been done by the hand of time.

In speaking of the condition and prospects of our schools, we would observe that we notice a growing disposition in some of the districts, to employ tried and faithful teachers. In several of our schools, the same teacher has been employed during the year. This is as it should be. When a teacher becomes acquainted with his pupils, so as to know their capacities and peculiar turns of mind, and they become acquainted with his modes of teaching, and have formed an attachment for him, which is very essential to success, it is a serious evil to have him displaced, even though his successor may be equal, or even better qualified. When there is a change of teachers each term, weeks often elapse before teachers and scholars, and particularly the younger part of the school, become acquainted sufficiently to be in readiness to make any real progress. We can conceive of no reason why a competent and faithful teacher should not be retained in our Public Schools for a term of years. Such permanency would make them more useful than they now are.

We have endeavored to impress upon the minds of teachers the importance of thorough instruction in the elements of education. Reading and spelling we consider the foundation of a good education, and deem it very important that children be thoroughly taught in their early years, when they learn with greatest facility, to read well and spell correctly. We are aware that these branches have been too much neglected in our schools for years past, and as a consequence we have had very poor readers among our scholars. We are happy to report great improvement in all our schools, during the year, in these branches.

School Committee.—GEORGE FITCH, JAMES L. BARRETT, W. M. CLARK.

MONTEREY.

As we have watched the progress of the different schools, we not unfrequently have been surprised by the keen perceptions, and remarkable determination to make a part of themselves the practical truths revealed in the studies they were pursuing. And where inquiry has been made we have found this interest to be the direct result of encouragement given at home. The exercises of our schools may be made an intellectual entertainment, or they may be rendered an uninteresting and unprofitable task, a mere drudgery. To make them interesting is the office of a teacher.

There is, perhaps, no duty connected with our schools of greater importance, or requiring a greater exercise of discretion, than the selection of teachers. While it is a responsibility by no means to be courted, and one in which personal interest or partisanship ought to be excluded, and which not unfrequently involves annoyance, it can hardly be questioned that the relation of the superintending committee to the schools, and their knowledge of the requisite qualifications of teachers, renders them more competent to make selections than a prudential committee, who are chosen either at a district meeting when three or more are present, or nominated towards the close of a town meeting, with a view rather to pass that order of business than to select a proper man for the duty.

The examination of such as are presented, is another duty claiming the attention of your committee, of the most difficult character. Half a dozen questions will usually determine the literary qualifications of a candidate; their ability to teach is not so easily ascertained. For not unfrequently those who can give the most ready and satisfactory answers before the committee, are found destitute of that magnetic tact which enables accomplished teachers to lead their schools successfully through every department; while on the other hand, those who in general education seemed deficient, have sometimes been very successful in the school-room.

No argument is needed to convince us that the places occupied by children while forming their characters, moulding their tastes, and fitting for the after requirements of life, should be refining in all its associations. Every thing that comes before the eye or falls upon the ear leaves its impress upon the mind, and enters into the sum of those combined influences which go to make us what we are socially, civilly, religiously. Upon what can towns or families depend for future wealth or enterprise, if not upon the unwrought material in their schools. It is not unreasonable to suppose that among the girls and boys whom we have been accustomed to meet in our schools the past year, are some who in future years will develop character such as will not be discreditable to the town of their birth.

Log school-houses, rude and comfortless, may have been the literary nursery of some of the greatest minds that have adorned our history, but from this we draw no inference that such were ever necessary to develop genius. On the contrary, reason and observation alike conspire to persuade us that neat school-houses, with some indications of architectural design, fronted with playgrounds differing somewhat from the highway, with the most approved fixtures within and without, suitable books and good teachers, will ever be no less an honor than a perpetual blessing to the town that takes the requisite steps to procure them.

School Committee.—ALBURN J. FARGO, CHARLES E. HEATH, L. J. TOWNSEND.

NEW MARLBOROUGH.

The whole number of children in town on the first day of May, 1861, between the ages of five and fifteen years was three hundred and eighty-two. The whole attendance upon the schools in summer was but three hundred and twenty-nine, of whom thirty-three were without those ages, and in winter the whole attendance was three hundred and forty-three, of whom fifty-five were over fifteen or under five leaving in our summer schools two hundred and ninety-six, and in our winter schools but two hundred and eighty-eight children between the ages of five and fifteen. From this it appears that but three-fourths of the children in town between those ages have been in our schools during the year.

Not only has the attendance of the children been small in comparison with their number, but the parents too have neglected to do their duty in visiting the schools and ascertaining the manner in which the teacher was performing the responsible duties intrusted to him. Probably not one parent in a dozen who have children in our Public Schools visits those schools during the year. Their knowledge of the school must therefore come through the children who are often prejudiced for or against the teacher, or it must be derived from a more uncertain source, *hearsay*. A few years since it was the practice of the minister to visit the schools of his parish and interest himself in their welfare. It has now become the exception rather than the rule, notwithstanding our statutes contain a standing invitation to them to thus interest themselves in the prosperity of our Public Schools. From this survey of the field it is apparent that our schools are sadly neglected by those who should be most interested in them, and the duty of visiting them, conferring with and encouraging both teacher and pupils, is thus thrown entirely upon the town committee, who are often unable to perform this duty as frequently as the interest of the schools demand. As the burdens of taxation are likely to fall heavily upon our people in future, and the funds which our educational interests require will often be granted with a sparing hand, your committee deem it no more than their duty to remark that here in visiting our schools and promoting their efficiency, is an opportunity for doing a good work which will draw no dollars from the pockets of the people, and the time can be taken when its loss will never be felt.

Most of our schools have been quite successful considering the disadvantages under which many of them have labored. Your committee notice with regret that in but one or two instances has the same teacher been employed for two consecutive terms. A change of teachers is sometimes desirable, and often the teacher cannot be retained for another term, but so long as successful, and she can be retained, the wiser course is to secure the services of one known to parents and scholars, and who knows them

and their peculiarities. The teacher who is successful in one school may not be in another. Schools and communities have their characteristics as much as the individuals who compose them.

School Committee.—WILLIAM GOODWIN, AMOS R. COLLAR, JOHN J. WARNER.

SAVOY.

That there has been a want of interest in our schools on the part of parents generally, is evident. In order to achieve the most valuable results, parents have important duties to perform. Not only should they send their children regularly and constantly to school, but they should give the teacher their cordial sympathy, and hearty co-operation. Concert of action is the secret of success. They should govern their children at home, and they will be more governable at school. They should bring them up to habits of industry, diligence and perseverance. They should show to them, by often visiting the school, by often inquiring after their progress, by examining them in their studies, that they are deeply interested, and that they attach an importance to their advancement in education equal to the need of it.

Finally, they should use all the influence in their power to promote the education and well-being of their children ; then, and not till then—let the attainments of the teacher be of the highest order—will our schools approximate to perfection.

School Committee.—F. C. BOURNE, HORACE POLLY.

SHEFFIELD.

There is a desire on the part of some parents and of some teachers, to crowd children on through the books, even though they have a very imperfect knowledge of the fore part. It sounds well for a teacher to say : “I have a class of scholars who went through the arithmetic in two months ;” when in reality they ought to have been kept to work on all that part before proportion, the whole time. Nothing has been gained by thus crowding them on, but on the contrary much of the time has been lost. “If any thing is worth doing at all, it is worth doing well ;” and if we are to have the children educated at all, let us have them educated well, for it has been said : “A little learning is a dangerous thing.” Let us learn that in books it is necessary to “make haste slowly.” It is not necessary for the teacher to do the work which belongs to the scholars—the teacher is a guide—the scholars the workmen, and both of them will be expected to overcome all obstacles and reach the desired goal.

Too little attention is paid to reading in our schools. It is not the number of pages the class gets over in one recitation that tells the qualifications of

the class, but how it is read. Reading is generally conducted in a dull, lifeless way by most of our teachers; they, acting as though they thought it unnecessary to make any corrections in the class, and let each scholar read a whole page, in the same monotonous sound. To read well, scholars should understand what they read, and if they do not, or cannot, with the means they can command, it is the teacher's duty to make it plain to them. Let the teacher be sure the lesson is understood before commencing, and not pass it until it can be well read. What we need, is more drilling in this branch, and if you ask us what would be requested after much drilling, we would say, "more drilling."

School Committee.—AMOS ANDREWS, H. D. TRAIN, N. L. HOLMES.

STOCKBRIDGE.

By reference to former reports it will be seen, that while the number of scholars in town is smaller than in former years, the average attendance upon the public schools has been considerably larger than for a number of years past. This result your committee believe to be due, in part at least, to the fact that special pains have been taken to have all attending the schools supplied with the necessary books. Your committee have endeavored to perform their duty faithfully, and are most happy to believe that the teachers have generally striven to be faithful, while some of them are deserving of marked approbation; and, on the whole, your committee are of the opinion, that the progress of the schools has been fully commensurate with the means and attention bestowed upon them by the public.

As the time approaches when by law the town will be obliged to take action on the present district system, it may not be inappropriate that the committee upon whom devolves the supervision of the Public Schools should make some suggestions in regard to changes which in their opinion are imperatively demanded.

And first. It is the opinion of your committee, that if you desire the greatest amount of good to be accomplished, and at the least cost, important changes must be made. We are fully satisfied that there are too many districts and too many schools in the town. If there were but three districts and six schools, it would be far better. We are well aware that this plan is opposed to the views of those who deem it desirable to have a school of some sort in their immediate neighborhood, though it may comprise but ten or twelve scholars, all told; and districts containing a large number of scholars must be robbed, to enable the small districts to employ a very cheap teacher for five or six months of the year, so that that there may be a very poor school convenient of access. We submit, whether a good school three miles distant is not of more value to any

family, than a very indifferent one even at its very door. As the matter now stands, one-half of the small sum of twelve hundred dollars, raised by the town for the support of Public Schools, is divided equally among the districts, both large and small, to enable the smaller ones to have any school at all. Such a policy seems to your committee manifestly unjust.

It is plain that the town ought not to be divided into more than three districts, unless it is willing to raise a much larger sum than it has heretofore done. We believe that in every district there should be maintained two schools, viz.: a Grammar and a Primary School, for three terms of twelve weeks each, commencing on the first of May, October, and January; and that five hundred dollars is the smallest sum that should be appropriated to each district. For that amount, we think two good female teachers might be employed for the schools. We maintain that a graded school of fifty scholars can be far better managed and taught by a single teacher, and with more satisfaction to all concerned, both teachers and scholars, than can a mixed school of half the number. In this way we think the district system might be profitably retained. As one member of the town's committee might, and probably would reside in each of the districts, he might, if the people desired, act as prudential committee.

School Committee.—WILLIAM B. HULL, M. WARNER, A. H. DASHIELL, Jr.

WASHINGTON.

Absences, &c.—The committee would again raise the voice of warning, yea, of entreaty, in respect to the loss we continually suffer, by the neglect of parents to send their children to school at all; the neglect to send them punctually at the hour of school; the neglect to send them steadily. We say parents, for on them rests the responsibility. The whole town lost last year by irregular attendance nearly one-fourth of the school money, \$150; in some districts almost one-half; in district No. 9 more than 47 per cent.! Who would be content to lose such per cent. on any other sum of money due from the town? But the value of schooling is not to be computed in dollars and cents. In two schools this year, the loss by absence, the week they were visited, was 33 and 50 per cent. respectively. And this is by no means all. The absence of pupils dampens the enthusiasm for study in those present; their returns hinders the regular attendants still more; and if they come little, or none at all, they are a dead weight in the district, a continual clog to education, and are responsible (rather their parents) for much of the ignorance and willingness to be ignorant existing in the district in which they reside.

Teachers.—The committee feel the necessity of urging that teachers be hired who are not merely competent to teach school, well qualified in book-

learning, but also in their general attainments, in maturity of character ; whose influence if not decidedly religious, as we wish it might be, shall be strictly moral and ennobling, tending to elevate our youth and not to lead them into pleasures that are low and degrading. The social influence of a teacher is great, and should be unqualifiedly good. There has been just cause for complaint in some instances. Attention is again called to the requirements of the statute in reference to the examination of teachers. We wish it to be distinctly understood that when teachers commence school without a certificate, the committee feel under no obligation to notice teacher or school, and no pay can be collected for labor without a certificate.

Districts.—Your committee again call the attention of the town to the question of re-districting. In District No. 7, there has been expended the past year the sum of \$47.75, and only six scholars belonging to this town have been in attendance at all ; and these six have attended only 132 days, 22 days the average, making the expense of these six pupils more than \$2 per day ! Of five families belonging to this district, four would be better accommodated, both summer and winter by the change we now suggest, and where a school is holden both summer and winter, probably every one would receive more days of school each year, than at present. We propose that District No. 3 be divided, the school-house in No. 7 removed near the depot ; those who now attend in Hinsdale unite with these two portions to form a new district. Would not the highest good of all the pupils concerned be promoted, and the town benefited by such a change ? This new district would contain twelve or more farms, besides quite a number of residences of considerable value and many of less worth.

We also repeat the suggestion of last year in respect to Districts Nos. 9 and 2. Your committee regard two schools in those districts as a loss of three-fourths of the money expended. 1st. The schools are so small that the two separate are of but one-half as much value as if they were united. 2d. The expense for two is twice as much as for one. Many teachers would prefer the two united at the same wages which would be paid for one. Thus, \$134.25 *in money*, having been expended in these two districts the past year, there has been a *money* loss of \$100.68, and no money can compensate for the loss of having so small a school that it is next to impossible to inspire any enthusiasm for study. We recommend that a committee be appointed to make examination and report at the next town meeting.

School Committee.—M. M. LONGLEY, ISAAC S. BROOKER, IRA HIGGINS.

WILLIAMSTOWN.

In making our annual report of the condition and wants of the Public Schools, we are compelled again to call the attention of the inhabitants of the town and of the districts thereof, to the deplorable condition of the

school-houses in Districts No. 13, (North District,) No. 5, (Buxton,) No. 9, (McMaster.) The former is in such a deplorable condition that no school has been kept in it the past winter. The Buxton school-house is very much out of repair; the windows and doors broken, and the benches and desks poor and uncomfortable. The house in No. 9 is altogether too small for the accommodation of the scholars who attend school there. Several other school-houses are so small and ill-arranged as to be exceedingly injurious to health and intellectual improvement. School districts are obliged by law to provide "suitable school-houses," under a penalty of two hundred dollars. There can be no doubt that several of the districts are now liable to such a fine, and that it is the duty of the town, or the school committee, to compel the repair and enlargement of several of our school-houses. They are now a disgrace and reproach.

While the town continues to authorize the prudential committee to hire teachers, we earnestly beg them not to negotiate with teachers who have not efficiency, skill, and good judgment, and who they are not reasonably satisfied, will be able to pass the examination. During the past year a large number of incompetents have been presented for examination. We have during the past winter removed from their positions, two teachers who were not conducting their schools in a manner satisfactory to the districts or ourselves.

We earnestly recommend the more careful selection of prudential committees, such as have capacity and energy sufficient to secure the services of good teachers and who will manifest an interest in the school during its progress.

The matter of truancy and tardiness of scholars, has been very often alluded to. The evils arising from it are numerous. Parents are for the most part responsible for all of them. In some towns in the State an officer is appointed, whose especial duty it is to look after truant children, and to compel compliance with the law which requires all children to attend school. Such an officer here might accomplish much good. A number of children are growing up within sight of our school-houses unable to read or write.

In most of the schools there has been for years past a sad neglect of the manners and morals of the scholars. There is a great and growing need of meekness and mildness upon the part of children. A want of respect for superiors and for old age, is too often apparent. We call upon parents, teachers and the committees, to see to it that the children are better educated in this regard.

School Committee.—JOHN B. WATERMAN, DANIEL DEWEY, FRANKLIN E. FOSTER.

NORFOLK COUNTY.

BELLINGHAM.

A striking feature in most of the schools was the unusually large number of scholars over fifteen years of age. The number of such was fifty-one. Most of them were exemplary in their deportment, and gave evidence, at their examinations, of having spent their time profitably.

The aggregate length of our schools has been greater by eleven months and four days, than in any former year. This extra schooling was paid for by the districts, by drawing from the treasury the unexpended balances from the appropriations of previous years. The sum of fourteen hundred dollars has been expended during the year exclusively for tuition. These facts will explain why the other expenses of the schools have been increased.

School Committee.—J. T. MASSEY, GEORGE NELSON, SAMUEL DARLING.

BRAINTREE.

Permanent Teachers.—The importance of continuing teachers in the schools, where they have been successful, is again urged upon the town. Personal and local feeling is apt to have too much influence in the selection of teachers. The office of teacher is regarded much like a political office. And it is disposed of too often, not upon the merits of the candidates, but upon the principle that "to the victors belong the spoils." This idea is carried into and determines the election of prudential committees. Hence the applicant for a school who can marshal the largest number of friends to his or her standard at the district meeting carries the day. Obviously such a contest as this is determined upon grounds wholly irrespective of the ability or qualifications of the applicants. As an inevitable result, the school suffers. Nor let it be said that the remedy for this evil is in the hands of the school committee; that they are to judge of the qualifications of the teacher; that without their certificate, no one can take charge of a school; and therefore there is no danger of our having poor teachers, if the committee but do their duty. Theoretically, perhaps, and supposing that any system of examination could be devised which would be an absolute test of the fitness of a person to teach, this might be true; practi-

cally it is not. With all the caution which we can exercise we do sometimes get poor teachers. Instances might be given in our own experience where applicants for schools have passed a perfectly satisfactory examination, and yet under the test of actual teaching have failed. Then again a teacher may succeed in one school, and fall short in another, while the causes which have produced these opposite results will not be apparent. Where, then, is the remedy? In retaining competent teachers in the schools where they have been successful. Let prudential committees look upon their office as a sacred public trust, the duties of which are to be performed, not to subserve personal ends, or to oblige some friend or relative, but with an eye single to the welfare of the school, and the public good. In selecting a teacher, let the question of capability and fitness be the only one considered. We might then hope to enjoy the advantages of permanent teachers in our schools.

School Committee.—ASA FRENCH, ALVERDO MASON, NOAH TORREY.

BROOKLINE.

Military Education.—Every thing ought to convince us, that, during the present generation, we cannot hope the same immunity as in the past; and that every citizen ought to be taught how to become a soldier,—at least so far as to be safely trusted with a gun, without fear of shooting himself or those about him.

In no way can this be so easily, so safely, or so economically taught, as to our boys at school, before they are tempted to take that much-dreaded, but never sufficiently to be admired gun of their father's into their hands, to the imminent danger of innocent brothers and sisters.

In no way so easily. Every thing, good or bad, is taught to a child more easily than to a man. It is just as easy to teach boys a careful and proper habit of handling guns, as a careless and improper habit; but with men, having careful or careless habits formed, it is evidently different.

In no way so safely. Teach boys thoroughly and carefully how to handle empty guns; teach them a thorough knowledge of their mechanism, and principles of action, and of their danger when loaded; and then put loaded guns into their hands under proper circumstances, and the danger is avoided.

In no way so economically. Boys' time is infinitely valuable, so far as it is used in fitting them to be men. But statistics have proved, that scholars spending a half, or even a whole hour each day in healthful exercise, and the remainder in study, make as rapid progress in mental improvement as those who spend the whole number of school hours in study; and, at the end of the year, are in a much better condition to make

their studies available. Still further: we have not a doubt, as we think a careful examination of our schools will show, that the habits of attention and prompt obedience acquired in the drill-room, will make the time spent in the school proper enough more valuable to compensate for the time apparently lost from study.

In October last, a meeting of the board of school committee was held, at which the chairman of the military committee and another member were present.

They represented to the board the importance of devising some arrangement whereby the advantages of military drill might be offered to all the boys of a suitable age in the town. They stated that an able drill-master was already employed by the town at an annual compensation, whose time was not fully occupied in drilling adults; and that there was a drill-room hired; so that these prominent items of expense would not have to be incurred in offering these advantages to the boys;—that, in their opinion, military drill was one of the best forms of physical education for boys; and that military discipline was of great advantage as an assistant to school discipline.

After some consultation, wherein it appeared that the members of the board coincided with the military committee, it was voted,—

“That the secretary be requested to notify the several teachers having children under their charge above the age of ten years, that they would have an opportunity, if their parents desired, to receive military instruction; and all boys, who wished, might hand in their names to the secretary, for transmission to the military committee, so that they might be properly organized into classes.”

A large proportion of the boys over ten years of age in the town, responded to this notice; and the report of the military committee, hereunto appended, will show with what result.

Secretary.—F. W. PRESCOTT.

Report of Military Committee.—In compliance with the request made by your board to the military committee, that some arrangement might be made by which the boys attending the schools of the town could receive instruction in military drill, I have to report:—

That all the boys over ten years of age were notified by their teachers, that, if their parents wished them to do so, they could report themselves to the chairman of the military committee for instruction.

A sufficient number reported to form three classes, each as large as could be managed to advantage.

The first class was formed from those of the larger boys, who had already, by their own exertion, acquired some knowledge of military discipline.

The second class was formed from the larger boys, who had never received any instruction on this subject. These pupils were mostly from Mr. Abbott's school.

The third class was formed from the smaller boys, who had received no previous instruction. With the first and the third classes the experiment has been very successful ; but the attendance of the second class became so irregular and so small, that it was given up.

The advantage gained by this course of instruction, is, in my opinion very great. The school system in the town of Brookline, I consider, is all that the citizens could desire, if the physical education of the pupil is properly attended to. Our drill is an aid to the parent in this respect. The boys in the older class can already be selected from their playmates by the improvement of their forms. Habits of prompt, instant, and unconditional obedience are also more successfully inculcated by this system of instruction than by any other with which we are acquainted.

A perfect knowledge of the duties of a soldier can be taught to the boys during the time of their attendance at the Public Schools ; thus obviating the necessity of this acquisition after the time of the pupil has become more valuable.

A proper system of military instruction in the schools of our Commonwealth would furnish us with the most perfect militia in the world ; and I have very little doubt that the good sense of the people will soon arrange such a system in all the schools in the State. Meanwhile, gentlemen, I have the pleasure of congratulating you on having been the first to adopt a course which I believe will soon be universally followed.

I earnestly recommend that the military instruction of the boys of the town should be continued through the ensuing year.

Chairman.—MOSES B. WILLIAMS.

Evening School for Adults.—This school closed its term on the seventh of February, having been in operation fifteen complete weeks.

The Principal has been most efficiently assisted by Mr. Thomas E. Lanman, of the Heath Street Grammar School.

A new hall—central, comfortable, well ventilated and lighted, and in all respects desirable—had been provided.

The usual notices were faithfully posted throughout the precincts of the town ; and, excepting some few private appliances, all the usual means were adopted to bring the advantages of the school attractively to the notice of those for whose benefit it was designed.

The school had the advantage of four years' experience ; and on that account, as well as on account of the greatly improved quarters, this should have been its most successful year ; and yet we are compelled to report, that, as a whole, it has been its most *unsuccessful*.

That there is in this community a large number of persons who need the benefits of an evening school, cannot be denied; but it is equally certain, that the proportion of these very persons, who will, without continual personal pressing, perseveringly avail themselves of the privileges of such a school, is exceedingly small.

It is not pleasant to be the bearer of discouraging tidings; but we find a slight relief, in closing this report, by reminding the friends of this enterprise, that they have made a much more generous exertion in behalf of the unlettered, than has, at least the past winter, been appreciated.

Principal.—CHARLES E. ABBOTT.

COHASSET.

One very serious obstacle to the success of our schools, is the irregular attendance of the children. This begins in the Primary Schools. Children of respectable natural parts, and capable of becoming good scholars are suffered to be frequently absent from school, while, at the same time they receive no instruction at home. They are consequently a very long time learning the very rudiments of reading and spelling. If at any time, they begin to be interested, and to make progress, they are permitted to be absent from school for a few days or weeks, when they lose all that they have gained, and both themselves and their teachers become discouraged. They perhaps begin to learn again, another absence puts them back, they fall behind their classes, and again lose their interest and their hope of progress. And thus they go on, from year to year, till they enter the Grammar Schools, not knowing how to read correctly the easiest reading. The Grammar Schools are large, their teachers are obliged to give a great portion of their time to teaching classes in arithmetic, geography and writing. They can really afford but little time for teaching what ought to have been learned in the Primary Schools. Consequently, those backward children fall more and more behind, the habit of irregular attendance clings to them, they become disheartened and ashamed, and lose all interest in learning and hope of success.

Children of ordinary natural ability, ought to be taught in the Primary Schools, or before they are eight years of age, to spell correctly common easy words; to read all simple and plain English that they can understand, and to be familiar with the fundamental rules in mental arithmetic. And this may be accomplished if they are regular in their attendance, and instructed by efficient teachers. The greater the progress they make in the Primary Schools, the higher will be the position which they will be able to take in the Grammar Schools, to be followed by a corresponding advancement in the High School.

But the evil of irregular attendance is perhaps greater in the High School, than in any other. It is very important that scholars who are pursuing the higher branches of study, should never lose one lesson. An omitted lesson may contain some principle or statement on which subsequent positions depend, and the neglect of which, may make subsequent lessons unintelligible or obscure. But it is a discouraging, and almost hopeless work to attempt to teach, in classes with others, scholars who are frequently absent. They soon lose their interest, (if they ever succeed in becoming interested,) fail to make progress, and discourage and hinder those who are regular in their attendance. The absence of a scholar from school for a single day, tends, in a degree, to injure the whole school, diminishing the interest of the other scholars, impeding their progress, and discouraging their teacher. The High School has suffered very much from this cause the past year, and many scholars have been so irregular in their attendance, that while the school has done them little or no good, they have been a positive injury to the school. It is to be feared that their parents do not sufficiently appreciate the importance of this matter. They often complain that their children are not interested in school, and do not learn, when the fault is in themselves, in permitting their children to be frequently absent from school.

Besides the regular attendance of children at school, it is very necessary for their progress in learning that they should receive some instruction, and be early accustomed to habits of reading at home. Indeed, home influence is full as important as school influence in forming their habits, and cultivating their minds. The school teachers have many children under their care and can give to them individually, but a few minutes a day. If children could have half an hour, or even fifteen minutes, daily instruction at home, especially, when they most need it, in learning to read, and if, as they grew older, suitable books were put into their hands, and they were accustomed to find pleasure in reading, their progress at school would be much more satisfactory. And there are few families in which a few minutes daily could not be given, by some member, to teaching the younger children, who most need some instruction.

Then a great deal may be effected for children, both morally and intellectually, by keeping them at home evenings, and accustoming them to find amusement there in reading, drawing, and other pleasant ways. In one of the schools there was a boy who seemed to be more interested in the exercises of the school, than the others, answered the questions put to him more promptly and intelligently, and was in advance of the others in scholarship. The whole mystery of this was solved, when the committee were informed that the boy was kept at home evenings. If parents were only aware how injurious it is to their children, to spend their evenings habitually in the streets, how it tends to train them in profanity, idleness,

and ill manners, and how difficult it makes it to form them to habits of reading and mental culture, they would [be more careful how and where they spend their evenings.

School Committee.—JOSEPH OSGOOD, EDWARD TOWER, L. WEBSTER BATES.

DEDHAM.

The power of selecting and contracting with teachers having been placed in the hands of the prudential committees during the past year, the duties and the consequent responsibilities of the committee have been materially lightened in respect of examination and employment of teachers. The whole secret of obtaining a good teacher is in the hands of those who have the power of selection. It is in the comparison and choice of candidates, that any man or body of men obtains assurance that the best teacher is chosen. The school committee have but little opportunity generally, of knowing the character, ability, capacity and aptitude of the candidate presented for examination, and unless the person who selects that candidate makes diligent inquiries as to these particulars, poor teachers will inevitably be employed. In such cases, the school committee must be absolved from all responsibility, since they have no power given them to protect the schools from incompetent teachers at the proper time—that is, when they are employed. They can only intervene when the evil arises and becomes intolerable. They have the power to cure but not to prevent the evil. The committee in the examination of a teacher, are to become satisfied of but two things, viz.: that the teacher has sufficient scholastic attainments, and that the teacher has a good moral character. Whether the teacher has a capacity to govern the school he is to teach; whether he has any aptitude to impart instruction; whether he has any qualities which disqualify him absolutely for his post—these are matters about which the committee take to themselves no responsibility whatever, as they have no power to act in the premises. We commend this subject to those whose business it is to select teachers, because very important duties are thus devolved upon them, upon a faithful discharge of which rests much of the prosperity of our schools. These suggestions are made, in order that it may be distinctly understood, that as the people of the town have conferred the power of selecting teachers upon the prudential committees, they cannot hold the school committee responsible in any degree for results that flow from the exercise of that power.

The tax-payers of the town properly desire that our schools shall be carried on as economically as possible. But this cannot be accomplished by simply reducing the appropriations. That does not reduce necessary expenses, and unless some provision is made to that end, an inevitable injury

occurs to the schools. If a change should be made in their management, a wise economy might be used, but not under the present system. Most of the masters of our Grammar Schools and High Schools have families. If their services are as valuable as they should be, they should have salaries adequate to the maintenance of those families comfortably, and in a manner suited to their position. Again, some of our female teachers receive salaries which are barely sufficient to board and clothe them. Ought these salaries to be reduced at a time when we anticipate in addition to taxation of incomes, excise duties upon the very articles consumed mostly by teachers and professional men generally? A faithful teacher earns more than is generally paid him, and it is difficult to see why his means of support should be diminished at a time when he most needs them. Does this disposition to reduce teachers' salaries proceed from an indifference to the importance of the service rendered, or will any place the salary of a teacher in the same category with luxuries or unnecessary expenses? If any secretly act upon such suggestions as these, it would be in vain to present any considerations or arguments which would reach them.

School Committee.—ERASTUS WORTHINGTON, M. M. COLBURN, B. W. GARDNER, D. S. FOGG, BENJAMIN H. BAILEY, ALFRED HEWINS.

DORCHESTER.

Adult Evening School on Meeting-House Hill.—The town having made an appropriation for this school, it was put under the superintendence of the school committee. The school committee authorized Mr. F. E. Barnard and such other teachers as he should select, to conduct it. It was visited once by the chairman of the board; and, at his request, Mr. Barnard presented to the committee a history of the school from its birth in 1859—it being then an entirely voluntary enterprise—to the time when it was recognized by the town; and a report of its proceedings since. Mr. Barnard's communication is an interesting document, and has been placed on file with the papers of the school committee. The following extracts are from the "report:"

"The average age of the pupils has been about twenty-five; the youngest say fifteen, and the oldest over forty.

"Their progress in reading, writing, arithmetic, and the simplest form of book-keeping, has been exceedingly satisfactory, as a whole, though there are exceptions. One man, unable to cut a letter in October, was writing his own notes and copying newspaper articles in January. There were several cases of remarkable spelling. When any were found able to write tolerably well, say better than their teachers, they were taught the use of capital letters, and how to direct letters, and punctuation. One might be

learning his A B C, and the next be in double entry book-keeping, and the next in enumeration—the most difficult of all lessons.”

“The school is a success as it is; but when more will interest themselves in it, and volunteer their services, and so encourage more to come, it will prove more than a success—a great blessing to the town.”

This enterprise has been an enterprise of charity from the first. The teachers have had no pay for their services. The money drawn from the town has been for the payment of bills for fuel, fixtures, lamps, &c.; and only about half of the appropriation has been drawn. Mr. Barnard acknowledges gratefully, in his “report,” the assistance he has received from his coadjutors in this work.

Chairman.—INCREASE S. SMITH.

DOVER.

Too little attention is given to correct spelling. As we have before stated, this matter has been repeatedly suggested by the committee, but their suggestions have been but partially carried out or enforced, and it annoyed them to hear many words spelled without a proper pronunciation of every syllable. More attention should be given also in reading to the proper pronunciation of the endings of words and their last syllables. We think very much of the study of hygiene, familiar science, botany, &c., &c., but we question sometimes whether if the time devoted to them were given to the more common branches, it would not be of far greater benefit to our Common Schools. Let teachers devote the school time to the common English branches, and we believe our schools would yield far more satisfactory results than they now do. Again, there seems to be an increasing desire in our schools to get along fast. Parents and children seem generally to judge of their progress by the pages got over or the books gone through. A teacher's reputation seems now to depend entirely upon the rapidity with which he can drive his scholars along without any regard to the thoroughness of the work done. We believe that the reason, or chief one, why, with all our educational advantages at the present day, we reap so little permanent success, is owing to this want of thoroughness.

School Committee.—THEODORE DUNN, TIMOTHY BAILEY, CALVIN RICHARDS.

FRANKLIN.

We believe that a sound policy dictates, and that the highest interests of a school demand, that whenever a teacher is found who gives satisfaction, that such person should be retained in the school as long as possible. This has been tried more than ever before during the past year, and we think its

wisdom has been fairly tested. When continued from year to year it is of untold advantage to the school; but we fear the prudentials do not fully appreciate its importance from the fact that too often teachers who have given almost universal satisfaction in the district, and merited the highest commendations of the committee, are set aside for strangers, who, even though they may be excellent teachers, cannot possibly do for the school what those acquainted with it could. Too often the prudential has some relative to please, some purpose to serve; and this should warn the district not to let such persons occupy that place, to deprive them of such teachers. You have men who are impartial enough to be able to select a teacher rather than a relative! Why not choose them?

School Committee.—GEORGE T. WOODWARD, M. A. WOODWARD, GEORGE KING, M. D.

MEDFIELD.

We would further call attention to a work recently published, entitled the "Manual of Agriculture," prepared by Messrs. George B. Emerson and Charles L. Flint, and designed for the use of advanced classes in our Common Schools. The Massachusetts Board of Agriculture have thoroughly examined it, and it is warmly commended by them as being well adapted for such a purpose.

It is to be lamented that there is a very general dislike among the young to the employment of cultivating the land. For the most part they seek some mechanical trade—they prefer the store, the navy, the merchant vessel—while only now and then one is willing to labor on the farm. And who is to cultivate the soil if nearly all our young men turn away from it with disgust?

It is one object of this book to direct the attention of the young to this most pleasant and healthful of all manual labor; and it is well adapted to awaken among them a taste and desire for it. It gives a large amount of practical and useful instruction on the first principles of agriculture. It treats of plants and soils, of fertilizers and their application, of the preparation of the land, of remedies for the diseases to which all growing crops are exposed, and a large variety of other matters equally important. The Hon. Marshall P. Wilder says: "Most cordially do I commend the book as being admirably adapted to the use of schools, and equally valuable to the cultivators of the soil."

The committee earnestly hope that this work may be introduced here, that parents will encourage their children to study it, and that every child will become familiar with it before he leaves the District School. Already is it used as a text-book in very many schools in this and other States, with great benefit.

School Committee.—C. C. SEWALL, SAMUEL ELLIS, J. W. LATHROP.

MEDWAY.

The schools during the year have been good. There has been no exception; no case of failure; no marked case of falling back. We are prepared to say each has advanced; some more rapidly than others, and in some more extended attainments have been made; but all have made progress.

Among the indications and causes of improvement, we notice the increased attendance, both summer and winter. The average has been greater in the aggregate than hitherto. One cause of this has been the unusual health of the pupils; another the favorable weather; another we believe is found in the deepening interest of parents. This last fact is indicated by the larger number visiting the school, and especially at the examinations—never as many before. In some instances it was impossible to find room to accommodate those who attended. Then again, we have been favored with excellent prudential committees. They have sought to obtain the best teachers, and when setting them to work, they have stood by them and sustained them and done all in their power to aid them in their arduous labors. In some cases when pupils have delayed to come, they have visited the parents and conversed with them, and thus secured a more regular and constant attendance. In one district the prudential committee visited every dwelling previously to the commencement of the winter school, and found some one hundred and seventy pupils, whose presence he was enabled to secure within the three schools of the district. Another cause of success which we love to mention, is the deep interest felt by teachers in the improvement of the pupils, and their unwearied efforts in their behalf. In some instances they have spent hours each day out of school, and in some there has been the actual giving of time additional to that of their engagement, as an act of kindness to the scholars.

During the winter, we have had lectures in each part of the town, delivered gratuitously by men of wisdom and experience, adapted to the young, and with these, exercises in reading, speaking, composition and singing. These have been held on Saturday, so as not to interfere with the regular studies of the week, and with the hearty co-operation of the teachers, whose presence and aid have done much to make them entertaining and useful.

In conclusion, we rejoice to witness the interest which our town's people are taking in the welfare and progress of our schools, and look upon it as a presage of still greater good.

Above all, we rejoice with gratitude to the great Giver of all good, that amidst the present distractions of our country, which have destroyed in some portions of it the schools and institutions of education, ours have been spared and blessed with an unusual degree of prosperity.

School Committee.—DAVID SANFORD, ANSON DANIELS, WILLARD P. CLARK.

MILTON.

Our Primary Schools we cannot regard with too much attention, or watch over too closely. Their influence goes with the scholar through every succeeding stage of his progress in education. If so much is dependent upon the education there received, the impressions there made, the discipline there established, and the work there begun, how false is the idea, too generally prevalent, that almost any one, making any pretensions to learning, would answer to teach children! Teachers of young children need to possess a rare combination of talents,—a native aptness in feeling with a capacity to engage their attention, to call forth their powers in due order, and to give them the right direction.

They should also have at their command rich stores of knowledge, not usually found in the text-books used in their schools; and by the aid of which they may, from day to day, scatter in the path along which they are leading infant minds, gems of thought, important facts, and fragments of general information. In character, education, love of children, aptness to teach, teachers of these schools should not be found wanting.

Chairman.—SAMUEL BARCOCK.

QUINCY.

We shall make no personal criticism of the teachers. We see no necessity for such criticism; and we feel that much injustice might be done to them from our own imperfect knowledge of their schools. If a teacher is unfit for his place it is the duty of the committee to remove him; if his merits overweigh his faults, the committee should counsel and advise with him in private. It serves no good purpose to parade, in a public report, the faults and foibles, or alleged faults and foibles, of a teacher; or give a semi-judicial opinion of condemnation of his character.

The critic himself cannot always feel sure that he has made due allowance for the thousand and one causes which co-operate to make the school what it is. He may not be fresh in the studies pursued in the school, or the modes and methods of teaching and disciplining the pupils. He may not have seen the school in all its phases. He may have dropped in when the school was in a bad mood, and things were all awry. He may have gone into the school when it was in its best estate. Sometimes school committees have some fond notions of their own—whims, crotchets, puzzles, or conceits, with which they seek to gauge and measure the schools. Then there is the liability to do injustice by speaking of the several teachers personally, from fear, favor or affection, not to mention resentment at some real or fancied indignity.

Primary Schools.—We feel that we can perform no higher service for the interests of education among us than by calling attention particularly

to the defects and deficiencies of elementary instruction in our Public Schools. Committees have frequently expressed their sense of the importance of thoroughness, in the rudiments—in reading and spelling especially, and have made the subject a leading topic in their reports. Yet the want of thoroughness in teaching the elementary branches continues to be a great defect in our system of education and, although the evil seems to have been checked and somewhat abated, during the last year, still its present magnitude demands serious attention. Many boys and girls leave our schools every year, it is feared, who cannot write a letter in a clear, legible hand-writing, and which shall be free from errors in punctuation, spelling and grammar.

The elementary branches consist in reading, spelling, writing, grammar and arithmetic. Upon a knowledge of these rudiments, learning and scholarship are based, and indirectly and in large measure, character itself. No wise man builds a house upon weak and insecure foundations. Why should children advance to higher studies before laying deep and strong the elements of all learning?

He who is imperfectly grounded in the elements is an intellectual cripple, and must hobble on through life. His intellectual gifts may be large, and his natural judgment strong, but what do they profit him, if he cannot give fit and forcible expression to his ideas and opinions by his lips or his pen? In all higher branches, with what timidity, hesitation, doubts, and perplexities, does he advance, as an army into an enemy's country, fearing every moment the foe whom he has left unsubdued behind him. "Beware of the man of one book." Why? because he is master of that book. So it is with all knowledge; accuracy and certainty make men confident of what they know, and positive and decided in their ideas and opinions.

School Committee.—GEORGE WHITE, JAMES A. STETSON, WILLIAM B. DUGGAN, HENRY WALKER, GEORGE H. LOCKE, EDMUND POPE.

ROXBURY.

Truancy.—About two years since, the almshouse was assigned as "a suitable situation or the institution of instruction" required by the statutes for the commitment of truants. Suitable rooms were furnished, playgrounds enclosed with a substantial fence, and every convenience was there provided. The boys were kept separate and distinct from the other inmates of the house, a competent teacher was appointed to have the care and instruction of the boys, and she faithfully devoted her time and energy in advancing them in their studies, improving their manners, and training them to usefulness. The school was accomplishing satisfactory results, in reforming and elevating boys who otherwise would be growing up in ignorance, forming vicious and degrading habits, and developing tempers and qualities that

would ultimately lead them to wretchedness and crime. It also had a salutary effect in removing the evil influence that such boys were exerting upon others, and in restraining some from becoming truants. Last year it became necessary, by the revision of the statutes, that the city government should pass another ordinance in relation to truants, which from some cause failed to pass the common council, so that no commitments of truants could be made, and the school had to be discontinued.

Without any effectual restraint, the number of habitual truants has greatly increased; who, with a large number of boys thrown out of employ by the prostration of business, are to be found roaming about the streets, ready to commit any mischief. They greatly annoy and disturb the quiet and security of any neighborhood where they may by chance congregate. While they are allowed to continue in their pernicious course with impunity, the bad influence they exert upon each other tends to aggravate and increase the evil, and make them nuisances in the community.

The interest of our children, the usefulness of our schools, the comfort of our families, and the security of property, demand that some measure should be adopted to restrain and reform these neglected boys. Besides, it is no less a duty which we owe to them.

Chairman.—HORATIO G. MORSE.

The education in the same schools, of children variously circumstanced, has a wonderfully elevating effect on those from the more humble walks of life. It is remarkable how quickly the uncouth and ill-mannered will perceive, when brought into connection with those more refined, the desirableness of a polite demeanor and tidy appearance; and to imitate, is their early resolve and effort. The example, therefore, of children from well instructed families, is of great value in our schools; where not such, but children less highly favored, learn to lay aside their early habits. It is a serious question, therefore, whether it is not desirable that our citizens, so far as practicable, send their children to the same schools—all withdrawal from which of the better material, causing a reduction of their standard, and correspondingly affecting the future of those there educated.

The best interests of society demand that all classes shall enjoy, so far as they can be brought in contact with it, the elevating and refining home influence exerted in cultivated circles; and how may the children of the uncultivated better learn the proprieties of speech and manner, than by mingling, in our schools, with those more highly favored? There is often manifested, on this subject a needless and unfounded prejudice, to remove which only a little observation and experience is required.

"Is not this a select school?" was lately asked by a visitor. "No," was the reply, "it is a fair specimen of our Girls' Schools." "But these are all American children?" he added. "Not before coming here, where they

soon learn to become such." "Are not many of the children in your schools of foreign parentage?" asked a mother, a few weeks since, when in search of a school for the education of her daughter. "Yes," was the answer; "would you like to look into one?" She would like to do so; but when there, and asked, "Can you point out those who are not American?" she candidly confessed she could not, but should suppose they were all such. These occurrences, coming under the eye of the writer, fairly illustrate the question of prejudice.

Finally, the efficiency of our school system and the unity of its working would be very materially aided by a more special oversight of our schools than they now enjoy. No one member of this board,—with the limited time he can devote to this service, however familiar he may be with the condition of individual schools,—can have more than a general knowledge of the eighty school divisions committed to our care: many of which, particularly the Primary Schools, often have only a superficial examination, or are reported to this board in such general terms as to give little definite idea of their condition. Some of them are seldom visited; inexperienced teachers are often left to conduct their schools, in almost entire ignorance of the systems of instruction pursued in the others—systems, perhaps, as various as the schools are numerous; and thus the pupils coming to our Grammar Schools are variously qualified. There is needed, therefore, some one so familiar with all our schools, as to know their individual condition; who shall be able to contrast and compare school with school; who shall know, from month to month, the studies pursued and the work done in each; who shall be able to point out defects where they exist, and to show their remedy, and be equally observant of the excellencies any where manifest, in our own schools or elsewhere, and secure their imitation; who shall be able to encourage the inexperienced teacher, and to give counsel as to the best mode of securing order, punctuality, cleanliness, and love of study; who shall be deeply interested in the schools he visits, and be able to interest and benefit them by suggestive remarks and questions respecting their studies; who shall be able to secure uniformity, to see that the Primary are aiming at some common standard of preparation for the Grammar Schools, and that some common standard of promotion is there observed; and who can keep this board constantly posted in respect to the condition of each school. Also, in looking after our school buildings and grounds, in providing by timely repairs against needless decay, in guarding against wasteful extravagance, and in the economical supply of the various wants of our schools, the time of a suitable person could be very advantageously employed,—there having been found elsewhere a great economy of expense in such supervision.

Chairman of Examining Committee of the High and Grammar Schools.—SYLVESTER BLISS.

WALPOLE.

"A good system of public instruction is one which secures and retains the services of the best teachers." These are golden words. In vain are costly school-houses, text-books, and apparatus, without good teachers. They are but tools in the hands of the clumsy mechanic without "the cultured brain and the cunning hand" to use them.

Now, what is the best way to "secure and retain the services of the best teachers?" We cannot, within reasonable limits, discuss this question so fully as its importance deserves. We shall only throw out a few suggestions which we commend to the careful consideration of the friends of the Free Public School system.

1st. We must make the situation of Public School teachers in Walpole desirable by the payment of adequate wages, and by such treatment as shall give them to understand how important and responsible we consider their calling. We do not advocate extravagant wages; but we cannot have the best teachers unless we pay as much as other towns pay for similar schools. One week's school under a good teacher is worth more than two weeks' under a poor one.

Again. We must show teachers, by personal attentions and kindnesses, by visiting the schools, and by co-operation in the way of securing regularity and punctuality in the attendance of our children, that we recognize the dignity and importance of their duties as allies with us in the education of our children.

2d. We owe it as a special duty to secure the attendance of all the children of suitable age in the Public Schools of the town.

It is a serious injury to a school to take from it a portion of the advanced scholars. It is a still more serious injury for the wealthy families of a town to withdraw their children from the Public Schools and send them to Private Schools, to which the poorer classes cannot afford to send their children. It necessarily diverts their sympathies and support from the schools to which they, of all other classes, owe them. It is a sad day for a town when the rich and educated classes lose their interest in the public schools; and it is not possible that their interest in the Public Schools should not be weakened by their sending their children to Private Schools; "for where their treasure is, there will their heart be also."

3d. We must adopt such a system for engaging, examining, licensing, and discharging teachers, as shall *hold somebody responsible*. As it is, the prudential committee engages a teacher. She is sent to us for examination. Of course we can refuse a license if we are not satisfied. But it is not a very pleasant thing to do under any circumstances; and rather than run the risk of a quarrel with the prudential committee, as a choice of evils, we

acquiesce in the employment of a teacher whom, if the responsibility rested with us, we could not license.

Again. A district may have an excellent teacher ; but the prudential committee, owing to some personal difficulty with the teacher, or because he has a sister, or a cousin, or a niece, or some other favorite whom he wants to employ, refuses to re-engage a tried and approved teacher, and there is no remedy.

These are a few of the very many difficulties attending the double-headed system. We should be very glad to be relieved of the responsibility of selecting teachers ; but it is very hard to be held responsible for the character of our schools when we have nothing to do with selecting the teachers.

We act upon no such absurd system in any other of the town affairs. For instance, the town authorizes the selectmen to superintend the repairs of bridges, and it makes them the judges of the kind of repairs needed, expects them to engage the builder, to make the contract, and to agree upon the price, and all terms and conditions, and then holds them responsible. Suppose that the town, instead of doing this, should choose a man to engage a bridge-builder, to make the contract, and agree upon price, terms and conditions, and should then send the builder thus engaged to the selectmen for them to examine him to see if he was qualified ! Every-body sees how absurd this would be ; and yet we do just this, and worse, in the management of our schools. It would be bad enough if the examining board acted first, and the contracting power afterwards ; for then the school committee would at least have the power of rejecting incompetent or unsuitable candidates, without being embarrassed by the previous action of the prudential committee ; but now the school committee, in the exercise of incomparably the most important of their duties, are completely fettered in their action, and compelled to accept the entire responsibility of results over which they have only partial control.

Chairman.—F. W. BIRD.

WEST ROXBURY.

This Common School system of our Commonwealth dates from the year 1647, when the general court made the support of the schools compulsory upon the towns, and education universal and free. The law provided : “ It is therefore ordered that every township in this jurisdiction, after the Lord hath increased them to the number of fifty householders, shall then forthwith appoint one within the town, to teach all such children as shall resort to him, to write and read, whose wages shall be paid either by the parents or masters of such children, or by the inhabitants in general, by way of

supply, as the major part of those who order the prudentials of the town shall appoint, provided that those who send their children, be not oppressed, by paying much more than they can have it taught for in other towns." Our ancestors, after this, never neglected their schools, and no matter what wars they were taxed to support, they never omitted to sustain the Common School. The thirty years' war in Germany broke up the system of Common Schools, which Luther and the other reformers had established there; but though our fathers carried on expensive and destructive wars with the French and Indians, it never occurred to them to abandon their schools. So may it always continue to be.

In 1670, the governors of the colonies were asked concerning the means of education in their plantations. The governor of Connecticut replied: "One-fourth of the annual revenue of the colony is laid out in maintaining free schools for the education of our children." Governor Berkeley, of Virginia, replied: "I thank God there are no free schools, nor printing, and I hope we shall not have them these hundred years." The same difference of opinion concerning the value of schools continues between the Northern and Southern States, as the following statistics show: In 1857, out of 223,000 children between the ages of five and fifteen in Massachusetts, 189,000 were in the Public Schools. In the same year in Virginia, out of 414,000 children, 41,000 were in the schools. New Hampshire had 113,000 children of these ages, and South Carolina 114,000. Of these, in New Hampshire, 85,000 were in the schools, in South Carolina only 19,000. It is needless to pursue the contrast any further.

The Common Schools of the Free States are now fighting the battles of the Union, and will triumph over the rebellion. Our Union armies are strong in an intelligence derived from the schools. Educated mind makes men better soldiers, as it makes men better for every other work. Educated men fight better than other men, because they put thought into war. Thus it is true that "bayonets think." The volunteer soldiers who sprang to arms from a thousand valleys of the North, from the hills of New Hampshire and Vermont, from the prairies of Illinois, from the shores of Maine and Massachusetts, from the machine shops and manufactories, from the broad, sunny farms of New York and Pennsylvania and Ohio—came because they saw and felt the importance of the hour. This "rising of a great people" was the work of our Common Schools. Only a nation thoroughly educated, like ours, could thus extemporize armies and navies, and in a few months change all its habits to meet the exigencies of the occasion. Europe looks with astonishment at us, unable to comprehend how a nation so unmilitary as ours, can rise up in a day armed for one of the greatest struggles the world has seen. She cannot understand how a people, unaccustomed to any restraint except its own will, can at once submit to the most arbitrary acts of government, and to the surrender

of all the guarantees of freedom. She is amazed to see a people, unaccustomed to taxation, clamoring to be taxed. While she is dogmatically declaring our Union at an end, she sees it rising up, stronger than ever.

Modern Improvements in Education.—Great improvements have taken place in our schools during the last twenty or thirty years; but in order that these shall be carried on further, they must be supported by public opinion. The community must know how to distinguish between good methods and bad ones, between a good application of those methods by an able teacher, and the mistakes of an ignorant or poor one.

All classes are interested in our Public Schools, for they are for the children of all classes, and they are supported by all classes. The Common School is a true democracy. There the children of the rich and poor, of the obscure and the distinguished, meet together on equal terms. There, no rank is recognized but that which has its source in superior merit. The Common School is not a school for the poor, but it is already so improved as to be better, in many instances, than the best Private School. Let us improve it still more, until no Private Schools can sustain comparison with these schools of the people.

The improvements of the past twenty-five years have been in the direction of discipline, books, methods of teaching, and the idea of education itself. By considering the progress made, we shall see what yet remains to be done.

1. *Discipline.*—Formerly, it used to be thought impossible to teach children except by whipping them. The road to the understanding was understood to lie through the back or the palms of the hands. At the Latin school, in Boston, the writer used to see boys whipped every day, for not being able to recite what they never had heard explained. Half an hour spent by the teacher in explanations, would have saved to the poor child a hundred beatings. No distinction was made between the child whose faculties were bright, and the one who was dull, or between the boy who had help at home, and the boy who had not. Those who did not recite their lessons must be whipped. Consequently, some poor little fellows were whipped regularly every day; and this brutality and stupidity did not seem to attract any attention in the community. Ignorant teachers made up for their own want of knowledge, by more frequent flagellation.

A great change has taken place, in this respect, in our schools. Not now, as once, would the pupils of learned academies carry a bunch of rods in solemn procession, as emblems of the art of instruction. Not now would a young lady be committed to a teacher to be instructed in the classics, with orders that he should whip her sufficiently if she failed to make progress, as in the case of Heloise and Abelard. We have found out that the intellect can be led, better than it can be driven into knowledge. The good teacher, in the school as in the church, goes before his flock, and

they follow him. We appeal now, not to the fear of a whipping, but the love of knowledge, the desire of excellence, the sense of duty, and the *esprit de corps* of a school, all actively and earnestly engaged in study. As long as there may be bad boys, we do not wholly discard the ferule; but we consider it, if necessary sometimes, only a necessary evil, and we say, that the less of it, the better. We consider, other things being equal, a teacher inefficient in proportion to the amount of corporal punishment he inflicts.

Among the rules of our board, is one requiring that every teacher shall state, in his or her quarterly report, how many times during the quarter, on whom, and for what cause, corporal punishment has been inflicted.

No school can succeed without order, but there is no order like that which comes from the cheerful co-operation of consenting minds. Those schools, therefore, are invariably the most orderly where the teacher unites kindness with firmness, and appeals to reason with reliance and authority.

2. *Methods of Teaching.*—The methods of teaching have of late years been much improved. The blackboard plays a much more important part in instruction than formerly. Maps on the walls, and some little apparatus, are to be found in all schools. The Primary School children have slates, with which they learn to write. The method of nature is followed more and more, which teaches that young children should learn by experiment more than by books.

But the chief modern improvement in instruction is to be found in the fact that teaching is made more and more intelligent. It addresses itself to the intellect, not merely to the memory. Many things are no doubt to be committed to memory; but in reading, arithmetic, grammar, geography, history, all things should be made as perfectly intelligible to the child's understanding as possible. The greatest possible good is done in a school, when the whole mind is developed and made active. Active intellect can do any thing well; but when the intellect is passive, nothing is well done. If a boy is taught to think while in school, if he acquires the habit of applying his mind to what he does, he will come out of school able to do any thing well that he undertakes. Failures in life come oftener from sluggishness of intellect than from want of knowledge; and the school teacher who quickens the understanding of the pupils, does for them the best possible work.

Parents sometimes complain of a school because their children do not read through many books, or get on fast with their studies. But it may happen that, meantime, the minds of the children are receiving great stimulus; they are learning to think, and so getting possession of the talisman which will hereafter give them easily all the attainments in knowledge, and progress in accomplishments, which seem wanting.

For this reason, one of the best books ever introduced into our schools, was Warren Colburn's "First Lessons in Arithmetic." It was a "Novum Organum" of intellectual power. It taught the child to think, to analyze, to make rules for himself, and to solve all problems by means of a few leading principles. Yet it was displaced from many schools, because it did not contain "Rules" to be committed to memory. It enabled the child to answer all questions as they came up, and to explain why and how he did them. But because he did not call his methods by the old names, and did not say it was "Proportion," or "Rule of Three," it was supposed that the child had not been properly taught. So much more stress, in this world, is laid on words than on things!

One of the most important branches of education, is reading. But children can never read well, except they read intelligently. In reading, therefore, they should be constantly asked to explain the meaning of what they read; to illustrate the thought by other examples; to follow out allusions, and to compare opinions as to the author's ideas. Such practice as this will remove monotony from reading, and make it more vital, and more like original speech.

When, therefore, children are interested in their studies, and love to talk about them let parents be satisfied. They may be sure that their children are making the best progress.

3. *Text-Books.*—The text-books are improving, on the whole; but as yet they are by no means what they ought to be. Some of them are no better than they were thirty years ago, some are even worse. The grammars may be said to be steadily degenerating. They grow more and more voluminous, and contain every year more and more unnecessary matter, which only serves to confuse and stupefy the young brain. We doubt whether the Latin grammar used in the schools a century ago, which contained about fifty pages, was not, for the practical purpose of learning the language, superior to those now used. Those who write grammars, are usually not philosophers but philologists, men in love with words, men who take exquisite delight in discovering every little analogy or diversity of idiom, men to whom the finding a new exception to a rule is as interesting as the discovery of the properties of ether was to Dr. Morton or Dr. Jackson. Accordingly they cram into their grammars all the slight shades and turns of speech, and each succeeding generation of children is obliged to learn them all. But how absurd this would be in any other study. Suppose that in geography, each new writer of a school book should go more and more into details, until the child should not be considered acquainted with the geography of Massachusetts, till he knew the name of every village; till he could describe every town road in the State, and mention all the streets in all its cities. Let us hope that the time is not far off when some man of common sense shall reverse the present tendency of

grammar making, and give us Greek, Latin, and English grammars of no more than one hundred pages each, omitting every thing not necessary to enable the pupil to learn the language intelligently.

The greatest improvement in text-books for Common Schools has perhaps been made in geography, and this has been done by multiplying excellent wood-cut illustrations, and by teaching the child things interesting and therefore easily remembered. Physical geography, now taught in many of the schools, is a great source of information as well as of pleasure.

The improvement in the text-books in history has been less. It is still an unsettled matter how best to teach this important branch of study. By going into minute and personal narrative the book becomes too bulky, and there is no time to read it. But a compendium is too dry, and the life of history vanishes from it. But it is probable that more attention will be given to chronology as the basis of history. The skeleton of history will be learned thus, all the important epochs of each century being carefully committed to memory. Then the interesting episodes, the life and poetry of history, the biographies of historic personages, may make part of the regular course of daily reading in the school, of which written abstracts might afterward be given.

4. *Object of Education.*—The greatest improvement in education is perhaps the breadth of the idea as now understood. Formerly it meant only teaching, communicating information, knowledge of language and of facts. Now it includes instruction, discipline and development; instruction in all kinds of knowledge, discipline of all the faculties, and development of all that exists in human nature. Besides the intellect we now desire to educate the perceptive faculties, the organs of touch, of hearing, of sight, which distinguish forms, size, length, breadth, weight, capacity. Hence what is called object-teaching—i. e. teaching by means of physical bodies. Little children are taught by practice to tell the height of a door or a window, the breadth of a book or a room, the weight of any object, the gradations of color, the rapidity of movement, &c. Then come gymnastic exercises for the body—speaking exercises for the lungs. We also desire, in true education, to develop the faculties of comparison, of deduction; we desire to cultivate the imagination, the sense of the beautiful in nature and art. We also aim at moral culture, and that, not merely by teaching of duties, but by a moral influence applied every day in the school, enforcing justice, truth, fidelity to one's word, generosity. And finally we desire to educate the religious nature, not by any special doctrinal teaching, which is improper and illegal, but by having in the minds of all the teachers a sense of the presence and providence of Almighty God.

Such is the idea of education, as it is beginning to be recognized by educators, and writers on education. We, of course, can in our schools, go but a little way toward realizing it. Yet we desire to call the attention of

the community to this view, that they may encourage the committee and the teachers in doing what they can to advance in this direction. Though we cannot do a great deal, we may do something. And if teachers, parents, and all concerned, unite in this endeavor, our schools will grow better and better all the time. And the perfection we cannot attain, may be reached by our children.

School Committee.—J. F. CLARKE, M. T. ROBINSON, F. C. HEAD, N. P. KEMP, D. S. SMALLEY, THOMAS LAURIE, E. C. BANFIELD, T. B. MOSES.

BRISTOL COUNTY.

ATTLEBOROUGH.

It would be agreeable, doubtless, to some of our readers, if we should proceed to speak of the measure of success of the several teachers, in the several schools. Such a course might be wise and judicious, if the success of a teacher were always a criterion of his merits. But such is not invariably the fact. Other influences, influences over which the teacher has no direct control, often have much to do with the welfare of the school.

It is not unfrequently the case, that the most competent of teachers are measurably unpopular, and succeed but indifferently well, in particular localities, owing to an outside pressure too mighty for them to resist, while it sometimes happens, that a teacher somewhat below the average standard in ability and earnestness, will secure a reputation to be coveted, in a school where a happy combination of circumstances stimulate and help him in his task. The teacher who enters a school which was left in a well disciplined state by his immediate predecessor, and who is favored with the united sympathy and co-operation of the parents, can hardly fail of tolerable success, if he possesses ordinary tact, whereas he who takes charge of a school where the pupils have been wont to rule, and where divisions exist among the parents, will be likely to become unpopular with the scholars, and with a portion of the parents, however judicious, skilful, and indefatigable he may be.

School Committee.—E. SANFORD, B. C. CHASE, J. D. PEIRCE.

EASTON.

We wish to call attention to the parents' duty of encouraging and requiring regularity and punctuality of attendance on the part of their children, referring to the report of last year for statistics on the subject. Also, to the importance of a uniformity of text-books used by scholars in the same schools; and the prevalent error of advancing too rapidly from book to book, attempting to enter upon higher branches of study before the elementary principles are fully mastered. Another error is that of sending children too young to the confinement of the school-room, whether with the mistaken idea that it is well for them, or merely as a place of safe-keeping. Whatever the motive, it is a course injurious to the child, and detrimental to the school. The legal age of five years is quite as early as advantages of instruction can be profitably enjoyed, or the discipline safely borne. Pity is awakened for the ignorance or selfishness of the parent as well as for the sufferings of the victim, at sight of infants of three or four years, perched on high, hard benches, and compelled to stillness so foreign to their natural habits. Often an invincible distaste for study is acquired before they are able to estimate its privilege—school is regarded as a place of imprisonment.

A word in regard to the employment of teachers. Many to whom this duty is committed, consider it well performed if they procure an *experienced* instructor. We are aware of the value of experience in the work of instruction; but *valuable* experience must be paid for, and at low rates of compensation, a small school may be better served by an individual of promising abilities, who makes a first attempt at teaching, than by one of inferior qualifications after long practice. Such are the *experienced* teachers who can be obtained at cheap rates.

Permit here, a respectful suggestion touching the question involved in the legislative "act to abolish the school district system," passed April 6, 1859, and the subsequent act requiring a triennial action upon that measure, by the towns of the Commonwealth. This is not the place to discuss the benefits resulting from its adoption, but we would recommend each voter to carefully consider the subject before a decision is required of him in a year from this time, putting aside all prejudices of opinion and custom.

School Committee.—GEORGE G. WITHINGTON, DANIEL H. PRATT, HENRY J. FULLER.

FAIRHAVEN.

Suggestions.—First. In the exercise of your best judgment nominate and elect for superintending and prudential committees men in whom you have the utmost confidence, that they will, without fear and favor, to the

best of their ability, perform the duties which by law devolve upon them. Having thus performed your duty to yourselves and to the community which you represent, leave your committees free and untrammelled to the exercise of their best judgment, in selecting teachers, in continuing or dismissing teachers heretofore or now employed, and in the employment of such methods of discipline in the schools as may to them seem best. When, in accordance with statute law, the school committee "determine the number and qualifications of the scholars to be admitted into the High School," let the presumption be in favor of their impartiality and fairness. Do not impede and annoy their action by imputation of sectarianism, favoritism and personal prejudice. If you cannot confide in their judgment and honesty, you ought not to have chosen them to the places they occupy. If they are right in their decision, you have no just reason to complain. If they err in judgment, which is possible and very probable, you also erred in selecting such incompetent men. If they are intentionally and perversely wrong, and corruptly administer the affairs intrusted to them, you should seek the first opportunity to put better men in their places.

There is no adequate pecuniary compensation provided for the perplexing and responsible duties of a school committee man. Whoever accepts the office, does so more from a sense of duty to the community than from any desire of gain or honor. If such acceptance necessarily entails continued fault-finding, imputations of personal prejudice, and unworthy motives, it will soon be a difficult matter to find men who will serve you as members of your school committee.

Second. If you have properly performed your duty in the selection of superintending and prudential committees, you ought, in justice to yourselves, to presume that they act wisely and honestly in the selection and employment of teachers. It follows, then, that those teachers who are placed in charge of your schools should have your confidence and respect. The presumption should be in their favor that they are proper persons to have charge of the young, that they are competent to instruct the schools in which they are placed, and that they act discreetly in their methods of discipline. You would properly consider it unjust in the extreme, if you or your children were condemned upon mere suspicion, or upon evidence as insufficient as that which oftentimes brings down upon the head of an unoffending teacher the contempt and execration of a township. Some of your committee have thus been connected with the schools for a long term of years, and we are able to say that complaints are seldom made to us of teachers by parents who have become convinced of the truth of their charges, either by visiting the school, or by a careful and thorough investigation of the facts in the case.

FALL RIVER.

Adult Evening School.—The evening school was opened December 31, 1861, with Charles C. Terry as principal, and Jennie F. Sowle, Ann E. Borden, and Sophia M. Sawyer, as assistants. It was kept five evenings in the week, and was attended by both sexes. The whole number entered was two hundred and fifty, and the average attendance one hundred and seventy.

February 8th, Mr. Terry resigned as principal, and the school had a vacation of one week. It was re-opened February 18th, under Mr. William Williams as principal, with the addition of Miss Phebe S. Gifford to the other assistants.

It was finally closed March 29th, some of the assistants having been previously discharged, as the attendance fell off in the latter weeks of the school. This is usual as the evenings grow shorter, and the school was continued later into the spring this year than usual. The average attendance under Mr. Williams was ninety. The school was attended with a very fair degree of success, and its privileges appear to be fully appreciated by quite a large class who avail themselves of its benefits.

It has become an established, and we regard it as a valuable institution. The principal difficulty in managing it is to keep out those who are under fifteen years of age, and who ought to attend a day school. Were they all permitted to attend, it would require another room of the capacity of Union Hall to accommodate them.

Special Schools.—In our last year's report it was stated that a sub-committee had recommended the establishment of a school for the benefit of those scholars who work in our manufacturing establishments, and "that measures be taken to ascertain the number of scholars of the before-mentioned class, for whom such provision should be made, and the time when they last attended school, so that the plan may be put into early operation."

The board adopted the recommendation. It was ascertained that the number of such scholars under the age of fifteen years, employed in the various establishments in this city, who have not attended any day school within the last year, was about four hundred. The most of these had not attended any day school for several years, and many had never attended any public day school. Some of them were not more than seven or eight years of age. They were generally employed in the mills, in a manner not to render the corporation or their agents amenable to the law.

In the latter part of May it was ascertained that the mills would run only three days in the week. It was immediately determined by the committee to open schools for these children the other three days, as it would furnish them with an opportunity of attending school, and also

preserve them from the temptations which idleness is sure to beget, in a thickly populated city like ours.

The whole number of scholars who entered all the schools was a little over six hundred, one-fifth of whom were probably over fifteen years of age. Notwithstanding the collection of this large number of pupils in these schools, the other schools in the city were not diminished.

The branches taught in these schools were reading, spelling, writing and arithmetic. A very few paid some attention to grammar and geography. The attendance was very irregular. The most of the pupils applied themselves diligently, and made very fair progress. The several teachers devoted themselves with commendable earnestness to their work, and attained a result, although not all that could be wished, yet all that could reasonably be expected.

These schools have demonstrated the fact that we have from four to five hundred children in our city, who by law ought to attend a Public Day School at least one term of eleven weeks in each year, but who do not. A part of these never attended school anywhere, and a very large part of them went directly from the Primary Schools to the factories, a few only having passed through the Intermediate Schools.

The idea of a special school for these children is again pressed upon the committee by these facts. But how are we to compel their attendance on such a school? The necessities or cupidity of the parents compel them to work when work is to be had, and unless the managers of our manufacturing establishments take the matter in hand, and refuse to permit the employment of children in their mills without their having attended some day school the time required by law, we do not see how the thing is to be accomplished. It is idle to suppose the school committee can effect it, in opposition to the wishes of both the parents and the factory agents. We earnestly commend this matter to those agents, and request their co-operation.

School Committee.—WILLIAM MACLAREN, FOSTER HOOPER, J. E. DAWLEY, CHARLES A. SNOW, A. S. TRIPP, SIMEON BORDEN.

NEW BEDFORD.

Evening Schools for Adults.—These schools, which form so important a feature in our Common School system, have not been neglected in the needful provision for their maintenance by the board, and in the constant oversight and watchful care by the sub-committee, to whom, assisted by the superintendent, they were specially confided. Means were employed, by advertisements in daily papers and placards posted up in various parts of the city, to indicate their existence and objects, and thus to bring within

the sphere of their beneficial influences as many as possible of the class of persons for whom they are established. Though nothing has occurred in connection with them of sufficient importance to require prominent notice, yet we have abundant evidence that they are unquestionably meeting a want in our community for which liberal provision should be made, and are producing results which furnish more than an equivalent for the expenditure of time, and labor, and money, devoted to them.

They are, in some respects, quite different from the other schools under the jurisdiction of the board, and a correct idea of their good influences and results cannot well be obtained without an acquaintance with them formed from personal observation. Though they are denominated schools for "adults," yet the committee have not felt justified in excluding from their advantages quite a number of each sex who *ought* to be in our day schools, yet are prevented from being by the daily labor in our manufactories and elsewhere, which the necessitous circumstances of their friends impose upon them. It has not, however, been deemed proper to admit to them any young persons who do, or conveniently can, enjoy the privileges which the day schools afford.

They are designed for the instruction of both sexes, who are taught separately, meeting on alternate evenings. They embrace the representatives of almost every kind of employment in the city, but are chiefly composed of young men and women who are employed in the cordage, cotton, and other factories, and as house servants, with an occasional representative from the "Old Dominion," and other parts of the "Sunny South," where their educational privileges were *rather limited*. Many of all these classes—some even quite advanced in years—here for the first time learn the letters of the alphabet and the use of the pen, and it is delightful to witness, as is frequently the case, the great satisfaction which their countenances indicate, as from evening to evening they find themselves gradually overcoming the difficulties they have to contend with in acquiring these simple elements, and are conscious of a perceptible improvement. There are others who have been in a day school, or have in previous winters attended the evening schools, who can read and spell and write quite well, and are considerably advanced in arithmetic. A few have made some progress in book-keeping. As at present conducted, little is attempted beyond the mere elementary branches of study, but it may be wisdom, and, in a moral aspect of the subject, good economy, for the board to enlarge its sphere of operation in this direction, and by a wider range of studies and more pleasant accommodations, attract hither the large number of young men and women who, for various reasons, have received a very limited school education; many of whom, instead of spending their evenings so unprofitably as they now do, in promenading the streets and visiting places of low entertainment, would gladly avail themselves of such an opportunity to

resume their studies in the evening hours. If, in addition to this, practical and familiar lectures were occasionally given to this latter class of more advanced scholars, by such gentlemen in our community as would feel sufficiently compensated by the good results that might reasonably be anticipated, then might we hope that the importance and value which even now invest this feature of our Common School system would be very greatly enhanced.

This brings me to the subject of municipal economy in its relation to our school department—a subject of late considerably discussed, and one that at all times, and particularly at the present when the commercial and ordinary business interests of our city are so much depressed, is deserving the most careful consideration. Every citizen has a right to demand that a wise economy should characterize this, and every other department of the city government, and that not a dollar should be expended except in the most judicious manner to secure its full equivalent, and to produce the best possible results. The amount appropriated by the city government for the support and maintenance of our Public Schools is necessarily large, and constitutes the principal item in the “expenditures from the city treasury.” It is very natural that those not conversant with all the machinery necessarily requisite for carrying on the educational system of our city—the building of new school-houses and the keeping of old ones in decent repair; the salaries of teachers; the apparatus for warming so many school buildings; the furnishing to them the needful supply of fuel; and the nameless incidentals which are indispensable, and cannot be obtained as freely as the air we breathe—looking only at the aggregate cost of our Public Schools, should think and talk of retrenchment.

The Public Schools of our city are so closely identified with its highest prosperity, and exert such a powerful influence in the production of all those elements which form the character of the intelligent and virtuous citizen, that they merit and should receive the most cordial support of every friend of popular education. Their importance can hardly be over-estimated, and while they should be conducted with the greatest economy compatible with their highest efficiency, I believe the day is far distant when the intelligent and liberal-minded citizens of New Bedford will be so blind to their own best interests as to suffer them to be shorn of their strength and glory by withholding the pecuniary means needful for their support. I doubt not that all which is required by the tax-payers of our city is to know that the amount appropriated for this department is judiciously applied, without wastefulness or extravagance—and that every cent is so expended by this board as to go the furthest in doing its work—and that being assured of this they will cheerfully contribute, in no stinted and parsimonious manner, all that is really needed for the present and prospective wants of our schools.

Our schools, as at present organized, have a four-fold classification. The lowest in rank, but first in importance, are our Primary Schools. These are designed for children between the ages of five and nine years, and in their instruction, with eminent propriety, females are exclusively employed. Here the plastic mind of the young child is to be moulded into such forms of mental and moral excellence as the patient love and gentle hand of woman alone can fashion; here the affections are to be developed and rightly directed, the passions to be disciplined, the love for the beautiful in nature and art to be first awakened, and, in a word, such an influence to be exerted as will, in a great degree, determine the whole future character of those whose "unconscious tuition" is here carried on, as well as its more apparent manifestation in the unintelligible, wearisome and monotonous daily routine of the elementary books, to which the attention of the young child is too often exclusively directed. For these and similar reasons, regarding the schools of this grade as first in importance, I am surprised that so little care is sometimes exercised in the selection and appointment of teachers for them. Is not the appointment of such teachers too frequently determined by personal considerations, and by such examinations as the most recent graduates from school can, of course, most successfully pass, however immature in judgment they may be, and deficient in every other qualification for a position so important and so highly responsible? I am surprised, too, that now and then teachers are to be found in these schools who feel that their position is an ignoble one, and are therefore ambitious of being transferred to what they so erroneously consider as a more important and honorable one.

The Intermedial Schools constitute the next grade. These are designed for children between the ages of seven and twelve years, who have satisfactorily passed through the course of instruction pursued in the Primary Schools. As the studies pursued in these are but a continuation of those already commenced in the Primary, or such as are here commenced and continued in the Grammar Schools, I see no good reason why this grade should ever have been created, or should longer continue, for, as I have before said, their lower classes might be kept longer in the Primary, forming the more advanced classes there, and their higher classes might form the lowest in the Grammar Schools. The pecuniary bearing of such a re-grading of the schools I have already alluded to. These are also under the exclusive instruction of females, for reasons equally obvious and proper.

The third grade includes our Grammar Schools. The minimum age for entering these is fixed at ten years, and those admitted to them must have passed a satisfactory examination in the studies pursued in the preceding grade. In addition to the studies previously begun in the Intermedial and here continued, the pupils pursue the study of grammar, history of the United States, anatomy and physiology, with a homœopathic dose of moral

science weekly administered from the "Manual of Morals," which I find is sometimes used in this hebdomadal exercise as a *reading* book. They *may* also here "enter upon the study of book-keeping, algebra and geometry." Through this prescribed routine of more advanced instruction they are carried forward until the period when, if they are twelve years old—the prescribed minimum age—and can pass a satisfactory examination in the studies pursued in the Grammar Schools, exclusive of the last-named *optional* studies, they can be admitted into the High School, which constitutes our fourth and highest grade. Here the curriculum embraces the usual variety of more advanced studies, including a "Classical Course," designed by the committee to give a thorough preparation for any New England college, to such as desire to avail themselves of it.

My experience in these examinations leads me to question very seriously whether the mode by which the fitness of the applicants is determined is, in all cases, the best that can be used, and I would respectfully recommend that this subject be thoroughly considered, so that, if possible, some more excellent and surer criterion of the real qualifications of candidates may be adopted. At the two examinations conducted under my supervision, by printed questions, in accordance with the plan pursued for several years, here and elsewhere, several of those who were recommended by the principals of the Grammar Schools, as in their judgment eminently fitted to enter the High School, failed of reaching the prescribed general average, while others, whose attainments were decidedly inferior, and who could not be recommended—yet were allowed to be examined—succeeded. Such results are frequently easily explained. Many who in ordinary circumstances are self-possessed, and readily and accurately respond to the familiar voice of their accustomed teachers, are greatly disconcerted when subjected to the ordeal of an examination in a strange place, surrounded by strange faces, and required to express their thoughts, not orally, as they have been accustomed to do, but in writing, with the consciousness that every thought and word will be critically examined by other eyes, and that upon these written exercises the result to which they have so long and hopefully looked forward will depend. These circumstances, superadded to their natural timidity, which they cannot overcome, easily account for the failure of some very excellent scholars. But there are numerous instances of disappointed applicants, to whom this flattering unction cannot be applied. It is very frequently the case that young pupils are greatly over-estimated—that their real, positive knowledge is much less than fond parents and too partial friends have attributed to them. This delusion would be of little consequence were it not for the mortification and disappointed hopes which frequently result from it. I have never known of an examination of classes for promotion to a higher grade, conducted by others than the usual teachers, whether orally or by written questions, in whose

results there has not been much disappointment. The minds of many teachers revolve in very limited circles, and when month after month their classes have been subjected to the same set of stereotyped questions, and have the ready answers for these in the exact phraseology of the book, whether thoroughly comprehended or not, they are supposed to have reached the ne plus ultra of attainment in that particular branch of knowledge. And hence the "eminent success" with which many public examinations are crowned, when the teacher alone conducts the examination, by questions and answers so oft repeated that the forgetfulness of a single word completely disconcerts the pupil—and hence, too, the utter failure when those thus trained are expected to reach the same point by a slight deviation from the beaten path to which they have been accustomed. At the two semi-annual examinations for the High School, to which I have referred, several succeeded in gaining admission whose numerous and gross deficiencies in grammar and in spelling, were paralleled only by the utterances of a Mrs. Partington, written out by an Artemas Ward, and whose utter ignorance of the marks of punctuation and of capital letters would lead one to suppose that they had adopted the advice of "Lord Dexter," in his "Pickle for the Knowing Ones," to let each one "pepper and salt it to suit themselves." They, however, succeeded in reaching the prescribed average in the various subjects on which they were examined, especially when it was lowered to meet their deficiencies, while some others who, in my judgment, confirmed by the representations of their teachers, were proper subjects for admission, did not happen to succeed in reaching even the reduced average, and must therefore be excluded. But without prolonging these remarks upon a subject so suggestive, I take this occasion to repeat what I have elsewhere said to the teachers, that in their desire to advance their pupils in the higher studies they must not suffer them to neglect the simple, elementary branches, for, in the words of Everett, which I could wish were printed in golden letters and hung up in every school-room of our city—"they are the foundation; and unless you begin with these, all your flashy attainments, a little natural philosophy, and a little mental philosophy, a little physiology and a little geology, and all the other OLOGIES and OSOPHIES, are but ostentatious rubbish."

Superintendent.—ABNER J. PHIPPS.

NORTON.

By reference to Statistical Table No. 3, it will be observed that the average length of all the schools in town for the last eight years, has been $23\frac{7}{10}$ weeks, equal to $5\frac{9}{10}$ months, nearly: the average wages per month paid teachers has been \$25.97: the average number of children between 5 and 15 years of age, 395, and the average attendance of all ages, 310.

It will also be observed that the prices paid teachers have not varied materially during this period. Is it not a matter of some consequence for us to know, if we can hire as good a teacher for the same money now, as we could eight years ago? Have we not often been obliged to forego the valuable services of teachers, whose uniformly good success had placed them in the front rank, because we had less of the means with which to hire them, than had some school agent in a neighboring town? Are not the qualifications of teachers higher now than formerly? Are they not increasing every year? What was excellent in 1854, when the present appropriation was fixed, would be called only mediocrity now. The value of labor has advanced in every department of industry. If you hire a teacher adequate to the higher demands of the times, the same amount of money will not keep so long a school now as then, by at least ten per cent. What then is the consequence? You must submit to a teacher ten per cent. poorer, be ten per cent. more fortunate in obtaining one, shorten your schools ten per cent., or raise ten per cent. more money.

Since 1847 the town has divided the money appropriated for schools, one-half equally among the eight districts, and the other half to the districts in proportion to the number of children therein, between five and fifteen years of age. Is there not a "more excellent way" of dividing it—one which, on trial, may be found more just to the wants of all the districts, and more satisfactory than the present?

Your committee submit that a sum adequate to the wants of each district should be apportioned to each, so that all the schools shall be of equal length. In other words, ascertain what part of the sum apportioned for the support of schools is necessary and adequate to the wants of each district, so as to make all the schools in town of equal length, and divide the money in that proportion.

Parents should seek the acquaintance of, and co-operate with the Teacher.—Circumstances often conspire to keep parents and teachers apart from each other. Many parents turn from seeking an acquaintance with them, because they feel that it must be short-lived and therefore valueless. Fathers, especially, sometimes reason superficially in this wise: I am responsible for the physical welfare and material interests of my children. It is my province to teach them how to work, trade and get a living. Their education or intellectual culture I have committed to their mother, the nursery and the school teacher, and their spiritual interest to their pastor and the Sabbath School. Thus the work of training your child for usefulness is divided and sub-divided until its particles become almost invisible; and, instead of co-operating with your teacher for his best good, you, unwittingly perhaps, counteract each other's influence, and leave your errors indelibly stamped on his character for life.

This is all wrong. The responsibilities of parent and teacher are common and momentous. A common interest and a common cause should animate both. Without mutual confidence there can be but little co-operation in effort and but little hope of success. Every good teacher feels this, and often, when toiling, as best he may, unaided and alone, he has seasons of discouragement and despondency. He feels that he is laboring in vain; that his efforts are unappreciated and his reasonable expectations are disappointed. He finds a bad scholar in his school, one whose precept and example are working mayhap its ruin. His misdeeds trouble him. He discovers some slight moral weakness in his character, some incipient symptoms of insubordination, and directs his best efforts to its correction. It escapes the vigilance of parental observation at home, and gathers strength thereby to resist the opposing influences at school. The parent comes not near to co-operate, counsel and advise with the teacher in this trying hour of his most disagreeable duty. The hopelessness of such cases is obvious, and because of their commonness, we pass them by in silence. They try a teacher's heart, and laying them up in the secret recesses of his sorrow, he turns the disobedient one over to the tender mercies of his successor. The child's moral deformity, unshorn of its unseemly, crooked growth, often lends itself in after life to deeds of dishonor and shame.

Parental Responsibility.—The best hope of success in the mental education of your children, is to be found in a well-arranged, and progressive course of study, steadily pursued, step by step, day by day. A parent should not allow his child the choice of studies to be pursued. Other parties should be heard in the premises,—the parent and teacher. The selecting of the particular branches of study, to which a child would fain give his attention, if left to his foolish caprice—commencing one book or study, then laying it aside for another half completed, rejecting this, and choosing that, taking and leaving, as a dainty lady customer would her purchases, fosters a habit pernicious to real progress, without diminishing either the labor or expense of its attainment.

Sound and useful learning is not an article of traffic, like hay and grain. You cannot send a child to school to purchase an education, as you would send him to the tailor to buy a coat. It is not a thing to be had at a certain place, and at a certain price. It is constant and progressive every where, in school and out of school. You are educating your child, by every look, word and act, far more than he is doing, who attempts to teach him geography, arithmetic and grammar. You cannot furnish him school books, send him to school, pay your taxes and then leave the responsibility of his improvement to some one else. Instruction of some sort is always being received. The newspaper, the fireside and the street corner all play important parts. The garden of your children's minds is sure to bear a crop, and very much depends upon you whether it shall be tares or wheat.

Do not expect impossibilities of your children, nor feel mortification because they do not answer as far as some others, any more than you should feel, if they were not as handsome, could not lift as great a weight, or run as swift a foot race. God has given different gifts to each, and different periods of maturing the minds of each, and it is folly to oppose his designs. There is a proper time and manner to develop the powers God has given us. In this respect, having done our whole duty to our children, humbly waiting for his blessing, let us rest content.

Observations.—As there are various elements of success which characterize a good school, so there are often found influences of an opposite character, which hinder its progress. It is proposed to notice briefly, some instances of each. In very many cases, the fault is with the teacher. There is a homely proverb, that “every clever man is not fit for a minister,” neither is every respectable person, of sufficient literary qualifications, fit for a school teacher. Many aspire to the position, who might find other employment equally honorable, with far better promise of success. Thus there comes to be numerous school-masters “abroad in the land,” who, by sundry outside influences and masterly persistence, succeed in introducing themselves to public notice.

They are unfit to take charge of a school. They arrogate to themselves a good stock of literary qualifications, a fine idea of what a good school ought to be, fancy they know how to keep one, and beg the favor of a trial. Such an one happens to be employed. He obtains a certificate from the school committee just on the last day of grace, and enters the school-room. Utterly unfit for his business, he proves a failure, and the money of the district is wasted. Such cases do and will happen, so long as unsuitable persons happen to be hired. Next term, the district tries again, and a new teacher is engaged. Now every judge of a school knows how much time is lost, in new teachers, learning the capacities of new scholars. Farmers say, “changes of pasture make fat cows,” but changes of teachers and revolutions in a school, are painful necessities.

A teacher is not apt to be successful who relies mainly on the rod to secure obedience. The power to inflict blows is no evidence of ability to govern. One object of the school is to teach the scholar self-government, self-control, and he is wrong who sets up his mere will in opposition to the will of the scholar. Even a noisy school, where the pupil learns to control himself, is better (if we must choose between them,) than a still school where the teacher is a tyrant and keeps his scholars under by the power of mere brute force. Scholars should be taught to do right from principle, to act right from its intrinsic excellence, because it is right, and not through fear or any kindred reason.

Again, there may be schools with which the parents will not find fault, if their children like, and which, without questioning or knowing, are pro-

nounced good. But a school may be imperfect which gives perfect satisfaction to scholars, if it is begotten through inordinate desire of the teacher to please them, his allowance of their indifference in study, or his carelessness of order. How many scholars, who, if they had their choice, to spend their time in idleness and play or in study, would choose the latter? That is a morbid and unsafe public sentiment, which appoints the pupil the sole judge of what a school ought to be. If a teacher can find out that such is the school a district wants, if he can throw his conscience to the winds, he may treat his scholars to novelties and nice times, and come out a very paragon of perfection!

A teacher may be very superficial in his instructions, very skilful on examination day, and have brilliant social qualities and personal popularity, —but these are no *criteria* by which to judge of his merits. A teacher may please his pupils, and they may know little and care less about what they learn or neglect to learn, but it does not follow that he keeps a good school. A lady teacher making many friends among new acquaintances may mistake her favorable reception and social position, for an approval of her abilities as a teacher, and forgetting those higher qualifications necessary to success, her school may, after all, be of a very indifferent, or even an inferior character.

Paradoxical as it may seem, schools sometimes go wrong when a teacher does right. There are scholars whom persuasion and argument fail to reach. Is it not possible that the doctrine of moral suasion may have obtained too much in such cases? What treatment would a moral suasionist propose? One offers expulsion. But “is it not better to save a limb than to amputate it? Will you send a wilful lad adrift when Solomon’s receipt may save him?” Another says, “don’t press the scholar to study overmuch.” But good lessons cannot be learned without hard study. Solomon says, “much study is a weariness of the flesh.” How can it be made pastime for turbulent, unmannerly, or idle boys and girls? The truth is, the degree of punishment must be measured by the degree of obstinacy. A teacher errs when he announces beforehand that he never inflicts corporal punishment, or commits himself in teaching to any special hobby. “Practical expedients in discipline and instruction, rightly adapted to meet the varied cases as they occur, are indispensable requisites for every good teacher.”

Again, the surroundings of a school-house, its internal arrangements, the seat-mates, the demeanor of the teacher, and of the scholars toward each other, should be such as to leave a happy impression on the pupil’s mind. Shabby school-rooms, inconvenient accommodations, slovenly habits, wintry blasts sweeping through the open windows and doors, injure the health and chill the warm blood of youthful enthusiasm.

Once more. There is injustice when teacher and scholars, either or together, join hands to introduce at the close of the school, an unfair or

sensation examination. Teachers, especially, are often greatly tempted to do this. Catching the spirit of the times, they wish to get to themselves a reputation, unwilling to wait for honest results.

These efforts develop themselves on examination day, in various dexterous manœuverings not necessary here to enumerate. Sometimes considerable portions of the term are occupied in this superficial white-washing process of preparation, but more frequently, parts of three or four of its closing weeks. A school examination thus "got up," is only the deliberate enactment of a great farce, but is often taken and held to be glorious reality. It is all wrong. The precious time of the scholar, who ought to have been learning better things, is wasted, and he learns instead, lessons of dishonesty. It discourages thoroughness in study, greatly hinders the prosperity and real progress of a school, and accounts for much of the superficial learning, so frequently complained of. It has been the lot of your committee to discover traces of this evil in some examinations of our schools. The teacher or school which initiates such a wrong, deserves the severe reprehension of all honest men.

School Committee.—T. T. ROCKWOOD, EDWIN BARROWS, BENJAMIN E. SWEET.

PAWTUCKET.

By the recent alteration of the boundary line, we have been separated from the time-honored State of Massachusetts, around whose history cluster many thrilling associations, and which, as our mother State, we shall never cease to love, and have been annexed to that of Rhode Island, distinguished throughout the civilized world for her practical development of religious liberty. We carry with us, however, our educational interests; and it should be the purpose of us all, that whatever other effects may be produced by this change, it shall not result in the least injury to our Public Schools. These shall not only be maintained at their present standard, but, if possible, be carried beyond it.

School Committee.—JOSEPH BANVARD, C. W. THRASHER.

TAUNTON.

Increased Length of School Terms.—It is with great pleasure that we ask the town to compare the statistical tables of this report with those published last year, and to note the large increase in the number of weeks of schooling which we are able to exhibit in the present report. We showed, last year, that the length of the school terms had been constantly decreasing, throughout the seven years preceding, having fallen

from $35\frac{2}{5}$ weeks in the year 1855, by a gradual rate of retrogression, to less than $30\frac{1}{2}$ weeks in 1861. In view of this alarming diminution of our school year, proceeding from the increased number of schools and of teachers incident to the rapid increase of our population, the committee felt compelled, in their last report, to set forth the pressing need of an increase of the annual appropriation considerably beyond what had been granted for several years previous. The town responded to our application by the generous appropriation of fifteen thousand dollars.

Immediately after the appropriation was made, a convention of the school committee with the prudential committees of the town was held, for the purpose of dividing the money for the several Public Schools. The action of this convention of nearly forty members, representing all parts and interests of the town, was deliberate and harmonious. This convention first settled the plan upon which the money should be apportioned, adopting, as the basis of their proceedings, the principle which has been repeatedly established by the annual votes of the town, namely, "that they who divide the money shall use their best judgment, as to what qualifications are needed for the teacher in each district, and as to how much such a teacher should reasonably cost, and apportion the public money so as to secure in each district a school adequate to the wants of the district, and so as to secure, as nearly as possible, an equal length of school terms in all the districts throughout the town." Upon this just principle the convention deliberated, acting, at an adjourned meeting, upon the report of a joint sub-committee, and finally agreeing unanimously upon an apportionment, which would, if the recommendations of the convention had been carried out, have given to each district in town thirty-nine weeks of schooling.

In dividing the State appropriation—which this year has amounted to \$578.56—the school committee have kept the same object in view, helping nearly all of the districts to some extent, and giving the most help to those which seemed to be really the most needy.

School Committee.—THOMAS H. VAIL, ANDREW POLLARD, MORTIMER BLAKE, HARRISON TWEED, J. E. SANFORD, THOMAS J. LOTHROP.

PLYMOUTH COUNTY.

ABINGTON.

In the darkness now resting upon the land, your committee feel that it is necessary to use the utmost economy in conducting the schools, and they are as well satisfied that a wise economy will lead to their generous and efficient support. If the pressure of the times takes off many from labor, it is the more necessary that there be schools, so that this forced leisure may not be time lost by the young.

We close our report with a sentence from Washington's Farewell Address: "It is substantially true that virtue or morality is a necessary spring of popular government. The rule indeed extends, with more or less force, to every species of free government. Who that is a sincere friend to it, can look with indifference upon attempts to shake the foundation of the fabric? Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened."

School Committee.—H. D. WALKER, SAMUEL DYER, L. E. NOYES.

BRIDGEWATER.

We have spoken in exalted terms of our Common School system. It surely challenges admiration, and deserves to be the frequent theme of eulogium from the lips of our public men. But while the *system* of popular education which we have in form adopted, is so complete and excellent, the principles on which it rests have as yet received but a partial development. Looking at our theory of Public Schools one might suppose that the whole process of mental and moral culture was conducted by us in such a way as to refine and elevate the whole community to a degree hitherto unknown. Our system of education is grand, but there are many imperfections in our method of reducing it to practice. It aims, and is fitted, to give every child a thorough education, and to qualify him for an honorable and useful station in life. But many of our youth leave the Public School poorly fitted to perform the duties of a citizen and a man. From various causes our youth leave the Public School generally

before they have attained an age and a proficiency which prepare one to derive the utmost benefit from literary advantages. Many of them, it is true, resort to other institutions of learning, and thus enjoy the advantages they need. But a majority of our youth are dependent entirely upon Public Schools to furnish them with the means of elementary instruction. They need then to have these schools rendered adequate to this important work. Every child has a right to demand of the town a *free school* in which he may acquire a thorough education. The laws of the Commonwealth require him to be thus furnished with the opportunities he needs. Our whole system of education should be so applied as to encourage and foster the desire in the young to acquire knowledge and mental discipline. In theory we educate the masses. Our laws require *all* the children to be educated. In fact, thousands derive no benefit from our Public Schools, and from no schools whatever. The number of those who are favored with but scanty opportunities for learning, is far too great, either for our safety or credit. In almost every community some are left to grow up in ignorance and vice, just as if we were not expending money liberally for the education of all. Our Common School system contemplates the social and moral, not less than the mental improvement of our youth. The statutes of our State require all "instructors of the young to exert their best endeavors to impress upon the minds of their pupils the principles of piety, justice, and a sacred regard to truth, love of their country, humanity and universal benevolence, sobriety, industry and frugality, chastity, moderation and temperance, and those other virtues which are the ornament of human society, and the basis upon which a republican constitution is founded." Since, then, our theory of Common Schools comprehends the moral as well as the mental improvement of our youth, we must carry out the whole system, otherwise we do not use it legitimately at all. To labor for the intellectual development of the human mind to the neglect of the social and religious affections, is to produce something monstrous and dangerous to the republic. All our youth should be taught, in the Public School, to obey lawful authority, to respect the rights and promote the welfare of their neighbor, to practice all those virtues on which the safety and well-being of society depend. But do we practically observe these excellent and important precepts enjoined upon us by the laws of the State? How many are left to grow up destitute of those qualities which truly elevate and ennoble man! How many of our youth have failed to acquire the first principles of virtue, although their literary advantages have been considerable, and have been protracted through a series of years.

Let the school-room be the nursery of every noble and useful quality. Let its atmosphere be fragrant with sweet and purifying influences. Let teachers faithfully attend to the duty imposed upon them by the laws of

the Commonwealth. Let them watch over the morals of their pupils, and daily inculcate those lessons of heavenly charity which are more valuable by far than those teachings which only address the intellect without improving the heart. Denominational peculiarities should have, of course, no place in a system of education designed for all the people; but the grand principles of moral and religious obligation cannot be neglected without inflicting infinite harm upon the minds of the young. Let our youth have the full benefit of the wise and benevolent provisions of the statute from which we have quoted. Let teachers be selected as much with reference to their moral as to their intellectual qualifications. Let teachers understand fully what is required of them, and let parents co-operate with them in so restraining and guiding their children as to awaken in them a love for every virtue and a desire to walk in the path of rectitude and happiness.

School Committee.—PHILANDER LEACH, JAMES C. SEAGRAVE, JOHN A. LOTHROP.

EAST BRIDGEWATER.

Changing Teachers.—Another obstacle in the advancement of our schools is, the so frequent changing of teachers. A teacher often finds a school, it may be, entirely destitute of interest, and labors earnestly to infuse life and interest into it; and after weeks of toil she succeeds. But her term of service has expired, and another takes her place, only to allow the interest to die, and the advantage is lost. Money is worse than wasted. The scholars return to their idle and vicious habits. The influence is contagious, and the vicious child is allowed ample time to do his evil work, without let or hindrance.

Nor have we the same excuse as formerly, of employing poor teachers. Large numbers are being educated at our Normal, and other schools of higher grade, especially for this work. A large surplus of good teachers are wanting schools. If we retain only those who prove themselves suitable, by teaching among us, we shall soon have a supply of good teachers.

The District System.—What we have said in relation to the frequent changing of teachers, is inseparable to the district system. It is the united testimony of more than one hundred towns and cities, embracing more than one-half the children in the State, that it is the great obstacle in the way of Common School advancement. Our best schools are found in such towns. It is here, more than elsewhere, that a good teacher is retained for a series of terms, nay, for years.

It would seem that the experience and practical working of the district system for so many years, bringing out so constantly its failure to meet the demand of the times, and to secure *the thing*; viz., good and permanent instruction—we should be ready to try, as an experiment, at least, a plan proved by long practice, much more conducive to the end in view.

Practically, the district system denies the value of experience. Each year sees a new prudential committee man, and each term a new teacher. The experience of a year is rendered valueless by the election of a new committee; the teacher labors for a single term, commencing without a knowledge of what the pupils have previously accomplished, and ending without an interest in their future. Under these circumstances it is not strange that district schools are kept, term after term, and year after year, with an inappreciable increase of power. The quality of the school depends on the character of the teacher; and the character of the teacher depends on accident, or the caprice, prejudice, or convenience of the "committee man." Each teacher brings into the school his own ideas of teaching, and after two, three or four months, he goes away, and his place is taken by a stranger, who introduces new methods, without the judgment of any body concerning their relative value.

The successive terms of school in the same district have not, usually, any personal or educational connection with each other. Each term is an experiment, which proves nothing but its own failure, or comparative success; and it does not even furnish, either in its failure or its success, a basis for future operations.

School Committee.—BAALIS SANFORD, EDWARD O. GROVER, R. M. SMITH.

HANSON.

In the general success of the schools of the town, and their prosperity the past year, in comparison with the same of preceding years, the committee think there is nothing for discouragement; though in looking at the difficulties under which most of the schools labor, there may be much cause to doubt whether we receive quite all the benefits which it is possible to derive from our expenditures.

The cause is to be found in the composition and arrangement of the schools. The system which provides a house and teacher for ten scholars in one district, and imposes upon a teacher the care and instruction of seventy scholars of all ages in another district, cannot be entitled to any great respect or support at the hands of any one interested in the schooling of the young, provided he can suggest some way in which equality can be more nearly attained and the interests of the schools promoted.

Therein is the difficulty. Allowing the present arrangement to be bad, how can we alter it for the better? We are confident that whatever difficulty is presented in the answer of this question, as respects the whole town, in some few districts at least, some way of improvement would suggest itself almost immediately to any one who would take the trouble to reflect but a moment upon the subject. But we do not intend to discuss this

subject further than to call attention to an obstacle which must be removed before we can expect much improvement in the standing of the schools.

Teachers, seek for higher qualifications. Never allow yourselves to think you are competent to teach what you yourselves do not understand. Be sure you can answer every question you will have occasion to ask your pupils upon *every* study. Do not think that some studies are so simple that they can be taught by any body, because the necessary questions and answers are furnished you in the book. Be yourselves students. Every teacher should study daily. You ought to consider your whole time at the service of your school; and that your duty demands that you should use it for its best interests. This time you can employ for its good in your own private room, by cultivating and educating your own mind. Search for new methods of teaching. Seek the aid of books on education—Teachers' Assistants and Educational Journals. Every Massachusetts teacher should take the "Massachusetts Teacher."

School Committee.—THOMAS GURNEY, 2d, ISAIAH BEARCE, GEORGE F. STETSON.

KINGSTON.

The human heart craves and appreciates kindness, and few ever become so hardened and depraved as not to be susceptible to its influence. The man of business and of wealth feels a desolation of spirit, if he meets no kindly greetings or acts from those with whom he mingles. The burden of the laborer is lightened by the smile, the word, the helping hand which kindness offers him as he toils. But the hearts of children are peculiarly susceptible to this truly excellent grace. They read it in the look, they catch it in the tone, and understand its workings in every motion; and its absence and counterpart are as quickly apprehended. Their contact with kindness or unkindness gives a cast to their character and feelings in after life. Deeds of unkindness, often repeated, awaken in them entire dislike and shunning of the individual who offers them, or arouse a morose, angry spirit, which eventually results in the same course of unkindness towards others,—thus producing their own ugly likeness, and withering another generation of hearts which will come under the influence. On the other hand, how genial the effects of kindness, of LITTLE kindnesses upon the young heart! and as opportunity offers, how ten-fold the return made for them, besides the large award the almoner feels in his own bosom while imparting the blessing. And how long remembered will be the encouraging look given by some teacher as some little difficulty was to be overcome, or some little exploit performed, as well as the assistance rendered in some time of need.

By order of the Committee.—WALTER H. FAUNCE.

MARION.

If parents really desire to have their children well educated and to become good citizens and useful members in society, let them feel and manifest a deep concern in the matter; let them encourage their children to make advances, by visiting the schools, particularly at the examination near the close; and let them, as far as it is in their power, keep them from the *Street School*—a school, the evil influences of which are becoming truly alarming. The subject of education, both moral and intellectual, particularly that of our own children, is too important to be treated with indifference. Let us then, as good citizens, endeavor to elevate the character of our schools, and to raise the standard of education in Marion. It is a duty we owe to our children, to our country, and to our God.

The committee feel called upon to speak of the *extent of the teacher's authority*. There seems to be an impression, more or less prevalent, that the teacher's authority over his or her pupils, is confined to the limits of the school-room; that he has no jurisdiction over them, except within the walls of the school-house, and during the six hours which custom has fixed as the length of time devoted to the business of the school each day. Such a limitation of the teacher's authority is manifestly absurd; as it might essentially cripple the efforts of the teacher for the good of his school, even while present with them. The law requires teachers to instruct their scholars in the duties of morality and "good behavior;" and has he no power to call him to account who violates them beyond the walls of the school-room? May his ears be assailed with profane oaths? or, may he be compelled to witness rude or obscene conduct before the scholars have passed the threshold of the school-room, and not have the power to punish the offender?

School Committee.—SILAS B. ALLEN, R. B. SWIFT, H. D. ALLEN.

MIDDLEBOROUGH.

A successful teacher will always be a person of decision. He will know when to say *yes*, and when to say *no*. He will be deliberate, weigh carefully all questions which come before him, and decide them in a way that he believes to be right. A teacher who has right views of the education of youth, will consider his calling and profession inferior to none. Such an one will be ambitious to gain a character as a teacher; or, having obtained one, he will be solicitous for the preservation of it. He will not allow his desire for popularity to interfere with his sense of duty. He will judiciously thwart the wishes of his pupils when he knows it is for their good. He will not allow his reputation as a teacher to suffer by impatience, ill-temper, or acts of rashness. A teacher must govern himself, if he would govern others.

Again, the good teacher will be a person of extensive and varied information. He will lose no opportunity which will enable him to add to his stock of knowledge, knowing that he cannot possess too large a fund from which to draw for the purpose of illustrating the subjects which he is teaching. He will not be content to remain stationary, else the world will leave him in the rear without, perhaps, his knowing the reason why. In a word, if he would be a successful teacher at this age, he must be progressive.

Many teachers are clamorous that their calling should be recognized as among the Professions. Yet we fear that not half of them take any journal devoted to the interests of education. The members of the other professions are expected to take some periodical exclusively devoted to their profession, and why should not the teacher? We think every one who undertakes to educate our youth, should subscribe for the *Massachusetts Teacher*, a periodical so well adapted to instruct, encourage, animate and in every way prepare him for the proper discharge of the great responsibilities resting upon him.

School Committee.—E. W. DRAKE, I. F. ATWOOD, A. H. SOULE.

PEMBROKE.

Some will say "What more can I do? What is my duty?"

Allow us, then, to propose some method for improving the attendance of the children of the town at the schools provided for them.

First, then, let every person who knows any scholar to be away from school, without the consent of parents or guardian, kindly reprove such truant, for his fault, assuring him that if he is guilty again of the same delinquency, it will be proper and necessary, to report his conduct to his parents and teacher. When a teacher receives a report of any instance of truancy, let her inform the parents of the same, and also of the number of days the scholar has been absent during the term, so that they may be able to judge whether the truancy has been repeated.

Secondly: Let every one make inquiry in his own vicinity, for children that do not attend school; and when such are found, try (by speaking kindly of the advantages to be gained, and the pleasures to be enjoyed) to secure their attendance.

"But some will be found, who have not suitable raiment in which to appear." Make an effort to supply what is needed in the case, and the blessing of the poor will be an abundant reward for your charity.

If you have not means, it will be honorable to beg of those who have.

Thirdly: Let parents, especially, speak of the attendance of their children at school, as a privilege allowed them for their benefit and enjoyment; and not as a task to be performed, or a drudgery to be endured.

Children estimate almost every thing, according to the views of their parents ; therefore if parents speak of the schools as a means of keeping their children out of the way, and saving the trouble of looking after them at home, those children will often regard the school as a sort of prison, from which they are anxious to escape.

We believe if the measures, imperfectly pointed out above, were carefully adopted, that the attendance at our schools would be better than it has been in years gone by.

We have been led to make the above remarks on attendance in schools, by reading many reports of school committees, in which they complain largely of the lack of regular attendance ; but do not point out a remedy that promises to be effectual in producing the desired results.

School Committee.—THOMAS STETSON, WILLIAM WHITING.

PLYMPTON.

In conclusion, we would say that we much regret that the town has lowered the appropriation for public schools from eight hundred to six hundred dollars, thus cutting down our school money twenty-five per cent. Previous to the year 1858, the highest sum raised for schools was six hundred dollars. Since that time, for four successive years, the town has appropriated eight hundred dollars, thus increasing the school money thirty-three per cent. Tho experiment has been fairly tried, and we have no doubt it has increased the value of our schools fully fifty per cent. In no former period have our schools made such steady and systematic progress as in the last four years. On account of the pressure of the times it is necessary to make use of rigid economy, but it seems to us that reducing our school money, (which, per scholar, was far below the average of the State and County,) and thus cutting short the education of our children, is beginning to economise at the wrong place. We believe that our people have no higher earthly interest than the education of their children. If our republican institutions are sustained in this hour of their greatest trial, they will be sustained by the intelligence and morality of the people. If, on the other hand, our nation, following in the course of former republics, shall go down in blood, and its beacon light be forever extinguished, the ignorance and immorality of the masses of the people will, in a great measure, have wrought the ruin.

School Committee.—ISAIAH CHURCHILL, CHARLES L. THOMPSON, CHARLES H. PERKINS.

SOUTH SCITUATE.

To enable the committee to become better acquainted with the scholars and with the every day, in-door working of the schools, we have established the following regulation for teachers :—

"As soon as may be after the school is permanently organized, the teacher shall prepare a record of the number of classes in the different studies, with the names of the scholars in each class, and the order and frequency of all the school exercises; also a separate record of the scholars who have been corporally punished, together with the mode and reasons of such punishment; and these records shall be shown to the committee, at their several visitations, and shall be preserved for their use. And immediately previous to examination, the teachers shall indicate on the first named record the portions of the text-books which the several classes have gone over during the term, and the proficiency of the scholars in their several studies; subjoining to their names, respectively, the letters E., G., M., or D., according as their recitations have been Excellent, Good, Moderate, or Deficient."

School Committee.—DAVID B. FORD, JAMES SOUTHWORTH, ISAAC TOTMAN, JR.

BARNSTABLE COUNTY.

BARNSTABLE.

Studies.—In some of our schools, there is a disposition to go into higher classes before the scholar is sufficiently advanced for that promotion, and to attend to too many studies. Too many studies at a time tend to *enfeeble*, rather than to *strengthen* the mind. Let it be remembered that a good education depends, not upon the number of studies pursued, the extent of ground passed over, or the elevation of a scholar to a higher class; but upon the *thoroughness* with which those studies are mastered. We would recommend that scholars attend to but few studies at a time. Let the pupil acquire a thorough and practical knowledge of those studies, *then* proceed to other and more difficult sciences. We were pleased to find that more attention is being paid to the (too long neglected) Reading and Spelling. In a number of the schools the reading was admirable. In some of the schools the mental arithmetic has been neglected, and too much ground passed over in the written arithmetic. We hope this fault will be remedied immediately. Mental arithmetic is of the highest importance and no one can acquire a thorough knowledge of mathematics without it. As a study, it is admirably adapted to discipline the mind, and develop the reasoning faculties. It prepares the scholar to understand the operations

in written arithmetic, and to acquire a practical knowledge of the science. It has been well said that "an enemy in the rear is specially to be dreaded in mathematics." We are also pleased to learn that a larger proportion than formerly of the scholars study grammar. This study may be made interesting, even to boys, by oral instruction.

School Committee.—THEODORE F. BASSET, JOHN M. SMITH, ASA E. LOVELL.

CHATHAM.

We have not thought it improper to revert to a period of time some four years back, and if in the retrospect we can perceive that any change has been made for the better, in the condition of our schools and school system, it must, we think, be a matter of congratulation.

All were at that time impressed, we believe, that some change was required, and all will recollect the agitation through which we then passed; the differences of opinion that existed, (honest differences, doubtless) not of the necessity of some radical change, but of the manner of effecting such change so that it should result for general benefit. After the lapse of time which has occurred, the differences of opinion and feeling which then existed have passed away, or to a great extent become reconciled; a radical change has been effected, and it is now for us to say whether the means used, and the results reached, have been such as to commend themselves to our cool and dispassionate judgment.

At the period named, it will be recollected, we were under the district system, with thirteen separate schools, and with all the complicated machinery and appliances which appertain to such a system. A superintending committee whose authority and control was trammelled by prudential committees or agents. Our schools supported by appropriations of the town, equally divided among the districts, without particular reference to the number of scholars, subject to all the disadvantages of schools of a mixed character, rendering it impossible almost to properly grade and classify scholars; without uniformity of school books, and finally, worst of all, consequent upon this state of things, constant changes of teachers. We had, at this time or previous, a private academy. The building still remained, but, for want of private support, closed, and without a teacher.

But passing from the retrospect let us see what has been accomplished and what is our present position. There have been established Primary Schools where the smaller children can be collected together at convenient distances from their residences, and teachers appointed for them whose sole duty it is to devote their time to the instruction only of such branches as are appropriate to their tender age. These children have been separated from associations with older scholars which, we think, has been conducive

of beneficial results. By themselves, they are brought more directly under the control and management of the teachers, and they are the more readily taught that first most important lesson, subordination to lawful authority. Intermediate, Grammar, and High Schools have been established where, progressively, the scholars advance until the time when he leaves the school prepared to go out into the world about the ordinary avocations of business, or to enter some higher institutions of learning preparatory to the study of the learned professions. Schools well graded and classified according to the qualifications of scholars; a more thorough training and better advantages than we have ever before had; continuous schools for ten months and more in the year; commodious and healthy buildings; greater subordination and greater daily regularity of attendance; a continuance from year to year of approved and competent teachers, all controlled by few instead of many agents; a reputation for our schools established not only at home but abroad, and all this without additional expense, and what is still more important, open and free to every child in town, without reference to station, whether rich or poor,—this is the position in which we find ourselves. In the contrast between the two periods, we think there can scarcely be found one (certainly none with capacity from associations with schools to judge correctly).who will not unite with us in saying that there is just cause for mutual congratulations.

School Committee.—N. P. BROWNELL, GEO. GODFREY, DAVID SMITH.

FALMOUTH.

Since our last annual report an Institute has been held in this town with good results. An impulse was given to the cause of learning, among teachers, schools, committee and the people. In the schools since, more skill in teaching has been evinced; repetition of previous lessons and general reviews have oftener recurred; more thoroughness shown; more new and valuable ideas than usual have been introduced as miscellaneous exercises; and means summoned into use for the development of the perceptive faculties and judgment, always easily accessible but hitherto unemployed.

School Committee.—GEORGE FORD, J. B. WIGGIN, ELIJAH SWIFT.

HARWICH.

A frequent change of teachers is become the rule in our town, working a serious disadvantage to the success of the schools. The method of employing teachers through the agency of a prudential committee is the cause of this change; for it cannot be denied that there are those who seek for election to this office in order that they may place in the schools as

teacher, some particular friend or relative, who, though they may be qualified to teach, are not adapted to that particular school. It is true the town committee have power to remove such teacher if they deem it best; but the duty is a very unpleasant one and as it tends to create a conflict between the committee and the district, it is often declined, and the school suffers thereby. Were the selection of teachers left with the committee, the districts (and not one man,) would be more generally consulted as to their preferences, and the choice of teachers would give better satisfaction. When teachers thus selected are found to be successful in their schools, their services should be made permanent, as the better acquainted teachers become with their pupils, the better will they be prepared to adapt their instructions to their wants, and the profit of the school will be proportionately increased.

School Committee.—FREDERICK HEBARD, NATHANIEL DOANE, Jr., SIDNEY BROOKS.

WELLFLEET.

It is the bounden duty of every man to educate his offspring. It is all the legacy that most of us have to bequeath. To do it, involves a sacrifice; but great as the sacrifice may be, it must be endured. If we would see our posterity rise up to be a blessing to us, and an honor to themselves, and take their place among the good and honorable of the land, we must not shrink from this plain path of duty. The time has gone past when ignorance can be expected to occupy situations belonging to worth and talent. The candidates for situations are numerous, and increase in proportion to the population. Is it to be for one moment expected that the uneducated can compete with the educated? The history of every firm, of every corporation throughout the land, attests to the superiority of knowledge over ignorance. Such being an attested fact, the educated will ever continue to rise to lucrative situations, to places of honor and emoluments, while the ignorant will perform the menial requirements of life. Is there a father's heart in this assembly that would not bound with delight to see his son drinking deep from the fountains of knowledge, and giving assurance that instead of being a dependence, he will one day be a strong arm upon whom he can lean in his declining years? Let such a parent commence at once, and in earliest youth impress upon the plastic mind of his child golden thoughts, heroic purposes, ennobling virtues. Do it now. Lay the foundation aright, and the structure will withstand the gales of life. Delay, and vice, self-will, and all the evils of ignorance will creep in, and where we might have looked for a fruitful harvest of all the ennobling qualities that make the truly excellent man, we find an unploughed and uncultivated field, choked with the briars and brambles of a wild and reckless life, and liable to be overrun by the rank weeds and tangled grass of every temptation that assails them.

School Committee.—NOAH SWETT, N. H. DILL, D. WILEY.

DUKES COUNTY.

CHILMARK.

There has been no time, perhaps, when the interest of parents, teachers, and scholars, on the subject of education, has been greater in this community than at present; and it is steadily increasing. People are fast becoming of the opinion that the interests of education are paramount to every thing else. Our school-houses are new, commodious, in good repair, and will compare favorably with any in towns of like size throughout the State; while ample provision in every way is made to secure to the young, one of the greatest of all earthly blessings, a good education. The presence of parents and others is frequent in the school-room. Nothing of the kind operates more favorably upon the inmates of a school than this, and we are gratified to notice a decided improvement of late in this respect. We cherish the hope that visits from parents and all interested in the cause will yet be more generally practiced, thus stimulating the scholars to increased interest and action. In connection with this, we will remark that the teacher should not suffer parents and other friends to do all the visiting, but should make himself acquainted with every patron as he visits them. The most friendly relation should exist between the teacher and the parent.

School Committee.—NATHAN S. BASSETT, JOHN HAMMETT, JOHN W. MAYHEW.

EDGARTOWN.

There is another way in which parents too often mar the usefulness of the teacher. It is by a habit of constant fault-finding in the presence of their children—of calling up every frivolous occurrence, questioning the teacher's motives, and passing a sentence of condemnation upon him. The exertions of the most useful teacher may, by this means, be neutralized and destroyed. The committee are sorry to express the opinion that this habit is prevalent, to a great extent, with some families in this town. As a general thing they are persons whose feet have never crossed the threshold of the school-room to cheer the teacher's heart, and to enliven the drooping spirits of the school. They are satisfied to stand outside and gain their knowledge of things within by questioning every boy whose turbulence has

placed him in conflict with his teacher; and from this *ex parte* evidence they can make up their decision of the *demerits* of the case as easily as ever Jeffreys could on the Bench of England. Before some of our schools can be as profitable as desired, parents must cease to place themselves in antagonism to the teacher. They must be ready to approve, but slow to condemn. They must feel that every infringement upon his rights is an infringement upon their own. They must manifest their interest by frequently visiting the teacher at the scene of his labor, and offering him support. Perplexed and wearied as he is, little do parents realize how much their presence will encourage and cheer him.

It is necessary also for parents to be liberal in their appropriation of school money. It is the best investment which can be made. It is a perpetual annuity, for which their children will one day bless them more than for uncounted sums of gold. What parent who has a proper regard for his child would not prefer to leave him the rich inheritance of a well-stored mind, rather than of large possessions? Probably the objection will be made here that the times are hard and the town cannot afford to raise so much money. Parents cannot afford to educate their children! They can dare to assume parental responsibility, but cannot afford to be true to it! They can dare to be, under God, the author of a child's being, but cannot afford to provide him with the means which alone can enable him to answer the highest, noblest, truest end of that being! They can afford to exhaust the energies of a life-time, to struggle and toil, by sea and by land, in ministering to the gratification of a sordid appetite for wealth, but cannot afford a very small pittance to enrich the minds of those in whom are garnered up the most precious hopes and fondest affections! Can knowledge be bought with wealth? Let us remember that though "there is gold and a multitude of rubies, the lips of knowledge are a precious jewel." And gold and rubies are never more valuable than when they can be exchanged for wealth of mind. What a fearful hazard that parent runs who neglects his duties to his child! And in the distant future, when "another book shall be opened," what lights or shadows shall flit across the disc of his memory as he then reads the record of his faithfulness or unfaithfulness to the little child which God had intrusted to his keeping! Being of a day! filled with the issues of ages! Flower of earth! destined under proper culture to bloom forever in the garden of God! Who can neglect it? and yet how is it neglected by the parent who fails to provide, to the utmost of his ability, for its physical, intellectual, and moral wants!

School Committee.—EDWIN MAYBERRY, H. P. MAYHEW, JOHN PIERCE.

TISBURY.

The teachers have been required to establish and maintain a system of good order and correct discipline in their respective schools; and, in this regard, your committee feel it their duty to say they were deserving of high commendation.

But the efforts of the teacher for this purpose, in order to be successful, require the sympathy and kind co-operation of parents with him. Children, should be brought under a healthful discipline at home, that they may be willing to respect the same in the school-room. It is the parent who forms the character and regulates the passions of the child. It is the hand of the mother that fixes the impress of character upon her own children, and, to a certain extent, upon all whom they, in their turn, shall influence. She wields a power such as is rarely placed in human hands; and, if faithful to her trust, may hope to be the occasion of opening fountains of good to coming generations. "The brightest and purest name of our nation's history, and of the world's history, which will grow brighter and brighter and become more and more holy as it goes sparkling down the stream of time, received the elements of his character from the vigilant guardianship, sound judgment, and spotless virtue of his widowed mother."

If children are taught to observe the rules of respectful obedience and politeness to their superiors at home, their deportment at school will rarely be incorrect. If parents exhibit a lively interest in their advancement, by assisting and encouraging them in their studies, they will, almost surely, make good use of their time. It cannot be reasonably expected that a teacher can, very readily and without the use of stringent measures, make children obedient, respectful, and studious at school, who are allowed to be otherwise at home. Nor should it be expected that teachers can do for our children in a few weeks, what we have failed to do in as many years.

While we require of the teachers that they attend to the formation of correct habits in their pupils, as well as to their intellectual improvement, and to be ever patient, persevering, and laborious in performing their duties; we should consider that they have as many different dispositions to deal with, and capacities, as they have scholars; and remember, too, to be slow to censure when they fail to please us, especially where we do not understand fully the merits of the case. Let all parents, then, as they value good order in school and intelligence in their children,—as they value their prosperity, usefulness and honor,—as they value their own happiness, peaceful homes, and the freedom of their country,—discountenance all impropriety of behavior in their children at school, and all opposition to proper restrictions.

School Committee.—MATTHEW P. BUTLER, DANIEL A. CLEAVELAND, EDMUND COTTLE.

NANTUCKET.

A new "Manual of Agriculture," prepared expressly with a view of introducing this branch of study into the Common Schools, has just been issued, under the sanction and approval of the State Board of Agriculture. The committee have examined specimen copies of the work, and believe it might be profitably introduced, among the more advanced boys, at least. It is well known that our boys very seldom pass through a complete high school course, being almost invariably removed from school to seek a livelihood, before having attained a position in the more advanced classes. In view of this fact, it would seem that a portion of their time might be quite as well spent in studying something of the nature of soils, and the cultivation of crops, as in acquiring a mere smattering of languages, or in dipping slightly into more strictly ornamental branches. The great attention recently given to the culture of the earth by our own people, which bids fair to be still further increased, should weigh something in this connection. Regarded as a question of expense, the introduction of this study will be but a very trifle, as the publishers are under obligation to furnish the "Manual" to the Public Schools of Massachusetts at the cost price (25 cents per copy). It may be mentioned in this connection, that a bill is now pending in our legislature, to make agriculture one of the regular branches of study in our Common Schools. The committee would earnestly recommend the matter to the consideration of parents, and to the attention of their successors in office.

School Committee.—WILLIAM H. MACY, J. H. SHERMAN, CHARLES P. SWAIN, JOHN J. GARDNER, REUBEN P. FOLGER, MATTHEW BARNEY, ORIN F. ADAMS, CHARLES F. ROBINSON.

AN ABSTRACT

OF THE SCHOOL RETURNS MADE BY THE SCHOOL COMMITTEES OF THE SEVERAL TOWNS AND CITIES IN THE COMMONWEALTH, FOR THE SCHOOL YEAR 1861-2.

SUFFOLK COUNTY.

TOWNS.	Population—United States Census, 1860.	Valuation—1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1861.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
											Males.	Females.	Males.	Females.			
Boston, . . .	177,818	\$312,000,000 00	272	26,622	26,904	23,915	24,311	663	1,475	31,678	55	470	55	480	1,233	1,736.08	2,969.08
Chelsea, . . .	13,395	6,780,000 00	45	2,621	2,513	2,276	2,223	88	435	2,658	3	43	3	43	255	255	510
N. Chelsea, . . .	921	770,000 00	4	140	150	116	126	4	—	156	1	3	1	3	21	25.07	46.07
Winthrop, . . .	544	450,000 00	3	89	93	78	75	4	7	104	1	2	1	2	14.07	14.07	28.14
Totals, . . .	192,678	\$320,000,000 00	324	29,472	29,660	26,385	26,735	759	1,917	34,596	60	518	60	528	4.14	6.05	10.19

SUFFOLK COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount raised by taxes for Schools, including only the wages of Teachers, board, fuel and care of fires, for the school-year 1861-2.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. of Scholars in Incorporated Acad's.	Aggregate paid for Tuition in Incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1861 according to No. children between 5 and 15 May 1, 1860.	How appropriated.
Boston, . . .	\$155 12	\$39 19	\$332,185 12	—	\$6,250 00	\$367 00	—	—	*	—	—	57 1750	\$146,465 00	\$6,364 99	City Treas.
Chelsea, . . .	125 00	30 52	25,000 00	—	—	—	—	—	—	—	—	3 60	1,000 00	444 99	Schools.
N. Chelsea, . .	50 00	23 33	1,400 00	—	—	—	—	—	—	—	—	—	—	25 74	"
Winthrop, . .	42 10	21 27	825 00	—	—	—	—	—	—	—	—	—	—	17 75	"
Totals, . .	\$93 05	\$28 58	\$359,410 12	—	\$6,250 00	\$367 00	—	—	—	—	—	60 1810	\$147,465 00	\$6,853 47	

* Eighteen hundred children are instructed in various charitable institutions.

ESSEX COUNTY.

TOWNS.	Population—United States Census, 1860.	Valuation—1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15, 1861.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.			
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total.	
											Males.	Females.	Males.	Females.				
Amesbury, . .	3,877	\$1,302,864	00	18	689	693	564	554	37	106	702	4	14	9	58	60.13	118.13	
Andover, . .	4,765	2,339,977	00	17	871	769	652	633	45	85	868	—	18	4	13	87	56.07	143.07
Beverly, . .	6,154	3,129,640	00	20	1,077	1,075	813	843	45	116	1,157	3	15	10	102	57.05	189.05	
Boxford, . .	1,020	649,331	00	7	223	249	179	213	17	68	214	—	7	5	2	24.01	21.12	45.13
Bradford, . .	1,688	832,683	00	4	234	222	188	167	7	24	300	1	4	3	2	23.12	14.07	37.19
Danvers, . .	5,110	2,455,948	00	17	1,024	985	785	778	32	135	992	4	15	8	14	83.03	56.16	139.19
Essex, . .	1,701	930,368	00	9	300	328	233	268	44	59	283	—	9	5	4	38	39.07	77.07
Georgetown, . .	2,075	730,297	00	10	423	388	341	303	20	63	396	1	9	1	9	39	43	82
Gloucester, . .	10,904	4,171,942	00	29	2,112	2,242	1,671	1,762	20	274	2,250	2	49	11	43	131	131	262
Groveland, . .	1,448	538,123	00	5	245	207	182	165	25	29	267	—	5	4	1	21.15	15.05	37
Hamilton, . .	789	449,810	00	4	154	159	120	119	13	34	159	—	4	4	—	16	12.15	28.15
Haverhill, . .	9,995	5,450,782	00	32	1,590	1,539	1,299	1,268	25	154	1,636	4	30	13	21	144.05	145.15	290
Ipswich, . .	3,300	1,276,245	00	13	579	570	470	461	19	69	619	3	10	5	8	61.10	52	113.10
Lawrence, . .	17,639	10,015,503	00	39	2,305	2,075	1,742	1,524	145	93	3,210	5	45	5	46	190	190	380
Lynn, . .	19,083	9,299,128	00	44	3,563	3,513	2,765	2,580	6	212	3,871	6	52	6	52	242	242	484
Lynnfield, . .	866	558,854	00	3	150	160	123	143	4	15	140	—	3	—	4	18.15	8.15	27.10
Manchester, . .	1,698	787,045	00	8	350	364	267	276	5	33	381	1	7	1	8	22	48.07	70.07
Marblehead, . .	7,646	2,367,952	00	19	1,349	1,367	1,176	1,161	—	95	1,443	3	21	3	21	99.15	113.01	212.16
Methuen, . .	2,566	1,283,920	00	12	464	457	350	394	29	71	473	1	11	4	8	55.10	35	90.10
Middleton, . .	940	383,758	00	4	202	219	152	167	20	32	204	—	5	3	2	20.03	16.03	36.06
Nahant, . .	380	523,866	00	2	93	93	76	74	8	11	81	1	1	1	11	12	23	23
Newbury, . .	1,444	824,524	00	9	283	221	224	184	16	27	283	—	8	—	8	40	26	66
Newburyport, . .	13,401	6,847,183	00	28	2,224	2,130	1,790	1,648	50	120	2,681	7	37	7	37	146.10	147.10	294

North Andover,	2,343	1,575,166 00	10	376	376	312	312	312	49	476	-	10	2	8	46.03	46.02	92.05
Rockport, . .	3,237	1,320,335 00	10	589	596	501	461	501	183	701	3	9	5	8	24.05	30	54.05
Rowley, . . .	1,278	484,701 00	7	249	248	191	186	191	13	256	-	6	-	6	20	27	47
Salem, . . .	22,252	14,722,500 00	41	2,772	2,729	2,084	2,120	2,084	172	3,881	7	52	7	52	205	236	441
Salisbury, . .	3,310	1,465,413 00	13	612	613	482	473	482	44	738	3	11	8	6	50.15	53.15	104.10
Saugus, . . .	2,024	1,148,428 00	9	402	352	307	326	307	13	423	-	9	1	8	33.15	51.10	85.05
South Danvers,	6,549	3,613,408 00	20	1,194	1,144	960	957	960	85	1,321	6	17	7	16	101	94	195
Swampscott, .	1,530	1,043,853 00	5	305	338	243	243	243	24	300	1	5	1	5	26	29.15	55.15
Topsfield, . .	1,292	624,769 00	5	205	225	179	149	179	87	254	-	5	3	2	19.15	17	36.15
Wenham, . . .	1,105	550,780 00	5	196	216	182	156	182	44	216	-	5	2	3	23.14	17.04	40.18
West Newbury,	2,202	938,741 00	8	417	338	318	338	318	78	430	-	9	4	5	27.10	29	56.10
Totals, . .	165,611	\$84,637,837 00	486	27,821	27,250	21,394	21,883	21,394	2,717	31,606	66	517	152	442	4.13	4.11	9.04

ESSEX COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per value of board.	Amount raised by taxes for Schools, including the value of board.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Amount of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of property to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. of Scholars in Incorporated Acad's.	Aggregate paid for Tuition in Incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1861, according to No. children between 5 and 15 May 1, 1860.	How appropriated.
Amesbury, . . .	\$31 78	\$18 46	\$3,000 00	—	\$101,500 00	\$5,990 00	—	—	3	255	\$6,430 00	1	—	\$600 00	Schools.
Andover, . . .	31 33	22 68	3,500 00	—	—	—	—	—	—	—	—	2	—	60 00	"
Beverly, . . .	53 00	19 50	7,500 00	—	—	—	—	—	—	—	—	3	—	167 00	"
Boxford, . . .	32 60	18 14	900 00	—	2,186 15	131 17	\$61 77	—	—	—	—	3	—	32 00	"
Bradford, . . .	40 00	20 50	1,500 00	—	—	—	—	—	1	50	1,200 00	1	—	160 00	"
Danvers, . . .	51 25	20 67	6,400 00	—	—	—	300 00	—	—	—	—	1	—	—	"
Essex, . . .	40 40	15 57	1,800 00	—	—	—	—	—	—	—	—	1	—	30 70	"
Georgetown, . . .	55 00	19 33	2,000 00	—	—	—	—	—	—	—	—	5	—	—	"
Gloucester, . . .	63 10	17 25	13,050 00	—	—	—	—	—	1	20	400 00	—	1,300 00	443 04	"
Groveland, . . .	34 25	17 77	886 40	—	—	—	—	—	—	—	—	—	—	50 70	"
Hamilton, . . .	33 75	18 50	800 00	—	—	—	—	—	—	—	—	—	—	30 81	"
Haverhill, . . .	59 06	23 24	9,500 00	—	—	—	521 18	—	—	—	—	1	200 00	320 58	"
Ipswich, . . .	45 44	17 71	3,100 00	—	—	240 00	—	—	—	—	—	4	1,400 00	106 28	"
Lawrence, . . .	96 87	25 00	21,000 00	—	4,800 00	—	—	—	—	—	—	4	—	618 34	Books & Schools.
Lynn, . . .	90 90	27 32	21,794 70	—	—	—	—	—	—	—	—	5	1,000 00	705 51	Schools.
Lynnfield, . . .	—	28 00	900 00	—	—	—	—	—	—	—	—	—	—	29 84	"
Manchester, . . .	60 00	15 50	1,650 00	—	—	—	—	—	—	—	—	—	—	72 73	"
Marblehead, . . .	52 78	17 88	7,500 00	—	7,020 00	313 00	—	—	1	19	248 00	4	250 00	246 87	Town Treas.
Methuen, . . .	48 61	19 65	2,500 00	—	—	—	—	—	—	—	—	2	50 00	89 51	Schools.
Middleton, . . .	37 33	20 12	900 00	—	—	—	—	—	—	—	—	—	—	39 39	Town Treas.
Nahant, . . .	56 78	26 87	1,300 00	—	—	—	—	—	—	—	—	—	—	13 85	Schools.
Newbury, . . .	—	16 94	1,150 00	—	16,000 00	700 00	—	—	1	19	350 00	—	—	55 57	Town Treas.
Newburyport, . . .	67 33	19 11	13,036 60	—	65,000 00	3,900 00	—	—	1	75	—	10	1,000 00	514 02	"

North Andover,	45 00	22 00	2,300 00	\$9 50	\$203,206 15	\$11,634 17	\$1,284 12	8	438	\$3,628 00	91	3479	\$21,487 70	\$5,973 44	Schools.
Rockport, . .	34 33	18 46	1,906 94	-	-	-	66 00	-	-	-	2	-	-	135 83	"
Rowley, . . .	-	19 25	1,000 00	-	-	-	-	-	-	-	2	40	60 00	56 16	"
Salem, . . .	100 82	24 08	22,947 98	-	4,000 00	200 00	-	-	-	-	29	1350	13,288 00	718 38	"
Salisbury, . .	32 00	16 82	2,500 00	-	-	-	-	-	-	-	4	90	90 00	147 81	"
Saugus, . . .	35 00	22 50	2,390 10	-	-	-	-	-	-	-	2	20	-	81 12	"
South Danvers,	63 05	19 96	8,795 75	-	2,000 00	120 00	335 17	-	-	-	1	10	300 00	252 15	"
Swampscott, .	66 66	18 14	2,300 00	-	-	-	-	-	-	-	2	30	800 00	50 31	"
Topsfield, . .	33 66	14 71	800 00	-	-	-	-	-	-	-	2	30	-	48 94	"
Wenham, . . .	38 50	17 21	800 00	-	-	-	-	-	-	-	3	40	30 00	44 07	"
West Newbury,	39 00	20 39	1,500 00	-	-	-	-	-	-	-			60 00	86 97	"
Totals, . . .	\$50 63	\$19 98	\$172,908 47	\$9 50	\$203,206 15	\$11,634 17	\$1,284 12	8	438	\$3,628 00	91	3479	\$21,487 70	\$5,973 44	

MIDDLESEX COUNTY.

TOWNS.	Population—United States Census, 1860.	Valuation—1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1861.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.					
				In Sum'r.		In Winter.					In Sum'r.		In Winter.		SUMMER.		WINTER.		Males.	Females.
				In Sum'r.		In Winter.					In Sum'r.		In Winter.		Males.		Females.		Summer.		Winter.		Total.
														Mos. Days.	Mos. Days.	Mos. Days.				
Acton, . . .	1,726	\$821,401 00	9	350	426	302	343	20	65	393	—	9	5	4	46	27	73			
Ashby, . . .	1,091	555,386 00	9	190	243	163	214	8	54	201	—	9	2	7	22.10	26.03	48.13			
Ashland, . . .	1,554	577,860 00	8	281	265	225	224	17	31	275	—	8	3	5	24	24	48			
Bedford, . . .	843	470,657 00	6	161	177	124	153	14	31	154	—	6	1	6	25.10	20.15	46.05			
Belmont, . . .	1,198	2,141,709 00	6	255	245	169	177	1	32	200	2	4	2	4	31.10	33	64.10			
Billerica, . . .	1,776	1,042,071 00	11	343	351	263	267	17	47	394	—	11	3	8	41.19	39.12	81.11			
Boxborough, . . .	403	221,755 00	4	88	112	77	104	9	28	86	—	4	1	3	11	12.15	23.15			
Brighton, . . .	3,375	3,488,577 00	11	855	723	582	564	22	60	719	3	12	3	12	49.10	49.10	99			
Burlington, . . .	606	384,413 00	5	85	108	65	88	8	27	105	—	2	1	2	12	9.02	21.02			
Cambridge, . . .	26,060	20,515,905 00	46	5,314	5,496	4,090	4,041	—	452	5,201	10	82	10	81	234.12	234.12	469.04			
Carlisle, . . .	621	328,461 00	5	117	122	102	106	14	32	108	—	5	2	3	14.05	15.10	29.15			
Charlestown, . . .	25,063	15,420,760 00	39	5,935	5,000	3,781	3,506	4	178	4,496	14	71	14	71	251	251	502			
Chelmsford, . . .	2,291	1,371,136 00	12	439	474	355	386	18	69	418	—	13	8	6	50.06	40.10	90.16			
Concord, . . .	2,246	1,663,507 00	11	445	406	339	330	14	52	447	1	11	1	11	53.15	53.15	107.10			
Dracut, . . .	1,881	962,723 00	11	364	383	254	305	25	82	291	—	10	8	3	34.13	33.04	67.17			
Dunstable, . . .	487	397,551 00	5	66	111	57	96	5	41	62	—	3	1	4	6.05	13.07	19.12			
Frammingham, . . .	4,227	2,208,537 00	18	868	762	751	670	45	87	787	2	19	2	19	94	54	148			
Groton, . . .	3,193	1,465,408 00	17	555	626	455	522	28	123	575	1	15	10	7	53.14	63.04	116.18			
Holliston, . . .	3,339	1,483,443 00	16	662	648	580	598	35	54	649	11	15	4	11	68.10	43.10	112			
Hopkinton, . . .	4,340	1,368,099 00	16	870	814	699	734	52	38	796	3	14	5	12	82.16	35.14	118.10			
Lexington, . . .	2,329	1,873,634 00	9	427	420	349	346	4	44	386	2	7	2	7	56.08	31.05	87.13			
Lincoln, . . .	718	539,528 00	4	139	143	109	125	14	23	134	1	4	1	3	23	13.10	36.10			
Littleton, . . .	1,063	666,270 00	7	186	218	152	181	16	39	191	—	7	3	4	24	25	49			

Lowell, . . .	36,827	20,894,207 00	60	7,987	7,363	4,966	4,792	664	856	5,712	13	93	13	93	312	342	654
Malden, . . .	5,865	3,366,963 00	19	1,191	1,164	864	858	14	59	1,139	4	18	4	18	85.10	114	199.10
Marlborough, . .	5,911	1,876,599 00	20	968	887	803	722	21	119	1,129	4	16	7	14	71.15	75.05	147
Medford, . . .	4,842	4,970,817 00	14	1,013	961	776	770	-	84	1,018	3	14	3	14	76	76	152
Melrose, . . .	2,532	1,373,324 00	10	481	472	376	375	6	21	475	1	10	1	10	50	50	100
Natick, . . .	5,515	1,788,549 00	16	875	793	734	645	20	65	850	1	16	2	15	61	72	133
Newton, . . .	8,382	7,146,081 00	25	1,410	1,443	1,175	1,168	-	131	1,587	8	21	9	20	131.05	131.05	292.10
North Reading, . .	1,203	527,890 00	5	236	224	180	181	12	23	229	-	6	2	4	21	18.06	39.06
Pepperell, . . .	1,895	754,506 00	10	315	345	261	289	19	49	310	-	10	7	3	33.15	31.15	65.10
Reading, . . .	2,662	1,269,570 00	13	577	526	490	424	22	53	561	1	12	1	12	76.02	81.18	108
Sherborn, . . .	1,129	873,154 00	8	229	243	197	215	5	50	227	1	7	2	7	26.05	31.05	57.10
Shirley, . . .	1,468	662,067 00	9	217	271	180	237	3	72	250	-	9	6	3	29.12	28.18	58.10
Somerville, . . .	8,025	6,038,053 00	24	1,669	1,707	1,299	1,349	24	76	1,565	5	25	5	26	114	156	270
South Reading, . .	3,207	1,861,319 00	13	689	702	499	521	27	11	592	2	11	2	12	91	39	130
Stoneham, . . .	3,206	1,207,701 00	10	575	296	411	247	15	60	528	2	10	2	5	63.03	12.10	75.13
Stow, . . .	1,641	713,320 00	7	325	358	231	306	31	89	324	1	5	5	2	25.04	26.04	51.08
Sudbury, . . .	1,691	1,043,091 00	7	358	354	250	295	22	72	290	-	6	1	6	34.04	27.14	61.18
Tewksbury, . . .	1,744	620,886 00	7	246	252	191	205	16	41	232	1	8	5	2	39.05	21.15	61
Townsend, . . .	2,005	663,222 00	14	355	432	289	373	33	127	373	-	14	6	7	38.13	38.10	77.03
Tyngsborough, . .	626	322,680 00	8	149	176	133	166	14	60	113	1	7	3	5	24.02	27.04	51.06
Walham, . . .	6,397	4,694,856 00	19	1,166	1,138	909	923	45	114	1,127	2	22	2	22	100	100	200
Watertown, . . .	3,270	2,514,020 00	10	663	631	537	520	4	42	686	3	8	3	8	50.10	50.10	101
Wayland, . . .	1,188	564,758 00	7	233	239	200	205	9	34	241	-	7	7	7	29.13	31.13	61.06
W. Cambridge, . .	2,681	2,449,057 00	7	450	472	360	395	-	15	488	2	8	2	8	35	35	70
Westford, . . .	1,624	796,440 00	10	270	325	205	239	39	69	280	-	10	6	4	36.11	34.17	71.08
Weston, . . .	1,243	1,016,605 00	7	223	238	191	207	8	36	227	1	6	1	6	32	32	64
Wilmington, . . .	919	459,291 00	5	184	169	149	127	9	19	162	-	5	-	5	19	16.02	35.02
Winchester, . . .	1,937	1,533,514 00	9	377	362	305	320	10	48	384	2	8	2	8	42.08	42.07	84.15
Woburn, . . .	6,287	3,599,280 00	21	1,299	1,289	1,068	999	17	106	1,339	2	23	2	23	122.05	68.10	190.15
Totals, . . .	216,352	\$135,458,009 00	679	43,725	42,105	32,272	32,153	1,499	4,290	39,506	110	756	196	662	4.14	4.06	9.00

MIDDLESEX COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, including the value of board.	Amount raised by taxes for Schools, including only the wages of Teachers, board, fuel and care of fires, for the school-year 1861-2.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. of Scholars in Incorporated Academies.	Aggregate paid for Tuition in Incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Academies and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1861, according to No. children between 5 and 15 May 1, 1860.	How appropriated.
Acton, . . .	\$40 00	\$17 53	\$1,700 00	—	—	—	—	—	—	—	—	—	—	\$72 54	Schools.
Asby, . . .	26 25	16 85	1,000 00	—	—	—	—	—	—	—	—	—	\$180 00	38 22	"
Ashland, . .	36 00	21 50	1,447 00	—	—	—	—	—	—	—	—	—	327 00	56 55	"
Bedford, . .	32 00	20 83	1,100 00	—	—	—	—	—	—	—	—	—	—	36 46	"
Belmont, . .	71 32	23 84	3,000 00	—	—	—	—	—	—	—	—	—	560 00	37 83	"
Billerica, . .	21 70	19 77	1,800 00	—	\$21,000 00	\$1,260 00	—	—	—	\$240 00	—	—	—	75 27	"
Boxborough, .	25 00	20 50	500 00	\$30 00	—	—	—	—	—	—	—	—	—	16 97	"
Brighton, . .	96 66	24 27	6,539 98	—	—	—	—	—	—	—	—	—	—	75 27	"
Burlington, .	40 00	16 00	545 00	—	—	—	—	—	—	—	—	—	—	16 97	"
Cambridge, . .	122 55	31 26	42,281 76	—	—	493 06	—	—	—	—	—	—	55 00	127 53	"
Carlisle, . .	26 50	17 87	625 00	—	500 00	30 00	—	—	—	—	—	—	—	19 11	"
Charlestown, .	110 37	31 82	45,200 00	—	5,600 00	336 00	—	—	—	—	—	—	12,717 62	953 74	City Treas.
Chelmsford, .	32 12	19 16	2,000 00	15 00	—	—	—	—	—	—	—	—	2,500 00	817 83	Schools.
Concord, . .	76 19	20 44	3,300 00	—	1,578 00	94 00	—	—	—	—	—	—	583 00	89 70	"
Dracut, . . .	30 00	15 60	1,610 11	—	—	—	—	—	—	—	—	—	2,500 00	95 55	"
Dunstable, . .	30 00	17 25	400 00	—	—	—	—	—	—	—	—	—	175 00	67 47	"
Framingham, .	85 00	23 75	5,750 00	—	4,259 00	255 54	—	—	—	—	—	—	50 00	13 65	"
Groton, . . .	37 85	22 68	3,800 00	—	45,820 00	2,749 20	—	—	—	1,217 00	—	—	300 00	148 59	"
Holliston, . .	69 16	23 39	3,450 00	—	—	—	—	—	—	—	—	—	—	108 81	"
Hopkinton, . .	32 26	21 86	3,500 00	—	4,954 97	297 28	—	—	—	—	—	—	130 00	133 97	"
Lexington, . .	60 00	24 00	3,400 00	—	—	—	—	—	—	—	—	—	300 00	62 79	"
Lincoln, . . .	60 00	21 42	1,000 00	—	1,209 21	74 20	—	—	—	—	—	—	—	23 59	"
Littleton, . .	36 45	20 60	1,300 00	—	—	—	—	—	—	—	—	—	29 00	33 93	"

SCHOOL RETURNS.

xi.

Lowell, . . .	94 92	26 60	45,000 00	-	-	-	-	-	-	-	-	-	-	-	-	-	3	800	1,800 00	1,108 77	Schools.	
Malden, . . .	77 87	23 90	9,500 00	-	-	-	-	-	-	-	-	-	-	-	-	-	1	24	600 00	219 57	*	
Marlborough, . .	47 28	21 35	5,400 00	-	-	2,440 00	-	-	-	-	-	-	-	-	-	-	-	-	1,080 00	192 46	Schools.	
Medford, . . .	72 72	27 60	8,050 00	-	-	-	-	-	-	-	-	-	-	-	-	-	4	54	650 00	183 30	Town Treas.	
Melrose, . . .	65 00	22 00	3,446 25	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	100 82	100 82	Schools.	
Natick, . . .	68 00	21 88	4,400 00	-	-	-	-	-	-	-	-	-	-	-	-	-	7	106	6,960 00	182 13	"	
Newton, . . .	89 88	28 65	15,000 00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	290 94	290 94	"	
North Reading, . .	31 00	15 64	1,049 00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	44 07	44 07	"	
Pepperell, . . .	29 28	17 77	1,500 00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	64 93	64 93	"	
Reading, . . .	55 50	18 69	2,500 00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	105 30	105 30	†	
Sherborn, . . .	48 48	20 44	1,200 00	39 25	-	5,000 00	-	-	-	-	-	-	-	-	-	-	-	-	46 80	46 80	Schools.	
Shirley, . . .	31 38	16 67	1,300 00	-	-	5,000 00	-	-	-	-	-	-	-	-	-	-	-	-	52 65	52 65	"	
Somerville, . . .	99 54	28 43	15,425 00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	291 33	291 33	"	
South Reading, . .	60 20	22 00	4,300 00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,200 00	117 98	"	
Stoneham, . . .	64 00	21 20	3,100 00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	36 00	103 54	"	
Stow, . . .	40 00	22 78	1,500 00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	115 00	63 57	"	
Sudbury, . . .	42 00	23 30	1,450 00	-	-	300 00	-	-	-	-	-	-	-	-	-	-	-	-	44 46	44 46	†	
Tewksbury, . . .	26 40	19 72	1,400 00	20 00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	115 00	81 31	Schools.	
Townsend, . . .	33 16	16 99	1,600 00	35 00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	21 84	21 84	"	
Tyngsborough, . .	32 27	14 02	900 00	7 00	-	2,222 22	-	-	-	-	-	-	-	-	-	-	-	-	1,500 00	215 67	"	
Waltham, . . .	83 00	22 00	7,800 00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	300 00	118 36	"	
Watertown, . . .	83 61	25 68	5,350 00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	400 00	46 41	"	
Wayland, . . .	-	23 60	1,390 00	72 54	-	200 00	-	-	-	-	-	-	-	-	-	-	-	-	1,500 00	91 26	"	
W. Cambridge, . .	66 66	20 85	3,282 82	-	-	5,354 00	-	-	-	-	-	-	-	-	-	-	-	-	1,500 00	62 61	"	
Westford, . . .	31 17	16 80	1,400 00	-	-	16,000 00	-	-	-	-	-	-	-	-	-	-	-	-	-	42 12	42 12	"
Weston, . . .	50 00	20 00	1,585 00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	17 50	31 98	"	
Wilmington, . . .	-	19 60	750 00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	81 90	81 90	"
Winchester, . . .	64 15	25 08	3,500 00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	200 00	226 59	"	
Woburn, . . .	105 00	22 40	7,323 34	-	-	15,000 00	-	-	-	-	-	-	-	-	-	-	-	-	200 00	226 59	"	
Totals, . . .	\$55 80	\$21 50	\$295,650 21	218 79	\$136,437 40	\$7,623 03	-	-	-	-	-	-	-	-	-	-	6	308	\$10,294 40	\$36,405 12	\$7,479 42	

* 25 per cent. for books and apparatus, and balance for Schools.

† Support the High School.

‡ 25 per cent. for books of reference, and winter Schools.

WORCESTER COUNTY.

TOWNS.	Population—United States Census, 1860.	Valuation—1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1861.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.			
				In Winter.		In Summer.					WINTER.		SUMMER.		Winter.		Total.	
				In Summer.	In Winter.	In Summer.	In Winter.				Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Ashburnham, . . .	2,108	\$752,839 00	14	414	497	365	428	20	109	454	—	14	7	7	34	42	76	
Athol, . . .	2,604	925,390 00	15	576	633	485	535	87	140	561	2	12	4	13	38	49.03	87.03	
Auburn, . . .	914	391,784 00	7	217	230	159	166	26	62	178	—	7	2	4	20.15	20	40.15	
Barre, . . .	2,973	1,668,557 00	20	516	582	413	454	22	118	529	1	17	9	12	53.07	63.18	117.05	
Berlin, . . .	1,106	396,170 00	5	179	243	155	210	12	59	194	—	5	3	2	14.19	17.12	32.11	
Blackstone, . . .	5,453	1,817,911 00	15	865	781	675	612	25	66	960	4	11	7	8	59.05	64.13	123.18	
Bolton, . . .	1,348	563,319 00	9	272	321	223	260	16	80	275	1	8	7	2	29.10	32	61.10	
Boylston, . . .	929	469,794 00	6	174	230	134	173	20	67	169	—	6	3	3	14.13	16.12	31.05	
Brookfield, . . .	2,276	765,765 00	11	369	443	286	380	16	14	408	—	11	6	5	31.10	33.10	65	
Charlton, . . .	2,047	872,454 00	13	429	420	330	335	52	87	399	—	13	11	2	40.07	40.17	81.04	
Clinton, . . .	3,859	1,676,064 00	10	710	692	504	504	26	83	756	1	10	1	10	66.07	34.01	100.08	
Dana, . . .	876	241,663 00	6	185	268	148	227	15	44	197	—	6	4	4	17.05	25	42.05	
Douglas, . . .	2,442	953,409 00	10	482	474	372	377	65	46	500	—	10	8	3	30.07	33.05	63.12	
Dudley, . . .	1,736	685,821 00	9	289	348	227	281	30	23	366	—	9	3	6	29.15	35.10	65.05	
Fitchburg, . . .	7,805	3,762,529 00	28	1,292	1,396	1,048	1,178	68	141	1,306	4	26	5	25	72	73.15	145.15	
Gardner, . . .	2,646	901,835 00	12	479	469	420	429	25	65	497	—	12	4	7	20.03	19.16	39.19	
Grafton, . . .	4,317	1,691,274 00	18	725	698	570	593	35	94	875	1	18	4	15	54.10	84.02	138.12	
Hardwick, . . .	1,521	934,532 00	11	294	330	251	279	25	71	324	—	11	7	4	52.07	32.05	84.12	
Harvard, . . .	1,507	877,330 00	10	244	298	205	265	15	68	271	—	10	6	5	31.17	33.11	65.08	
Holden, . . .	1,945	796,813 00	14	385	466	300	374	16	98	374	—	13	3	11	38.15	41.10	80.05	
Hubbardston, . . .	1,621	609,054 00	15	368	446	314	392	13	90	353	—	14	4	11	35.05	44	79.05	
Lancaster, . . .	1,932	848,100 00	11	350	401	265	348	17	56	380	—	12	10	1	46	35.15	81.15	
Leicester, . . .	2,748	1,559,404 00	12	533	560	416	430	24	55	522	—	13	5	8	51.15	48.05	100	
Leominster, . . .	3,522	1,728,997 00	17	676	760	555	598	18	137	685	1	15	5	12	78.02	43.07	121.09	

Lunenburg, . .	1,212	730,952	00	9	200	261	168	219	13	61	222	—	9	4	5	30	28.02	58.02
Mendon, . . .	1,351	722,565	00	8	375	318	297	260	27	52	268	—	7	4	5	29.10	26	55.10
Milford, . . .	9,132	3,155,601	00	21	1,920	2,064	1,338	1,386	122	157	1,977	3	25	3	25	83.15	84.05	168
Milbury, . . .	3,296	1,397,538	00	13	673	599	535	463	36	74	700	—	14	1	12	57.16	40.03	97.19
New Braintree, . .	805	555,252	00	6	143	184	121	162	7	43	162	—	6	3	3	16.10	19	35.10
Northborough, . .	1,565	947,539	00	7	259	305	209	274	14	58	239	—	7	4	2	19.15	19.17	39.12
Northbridge, . .	2,633	945,574	00	10	459	523	366	443	17	75	547	1	9	4	6	27.11	27.10	55.01
N. Brookfield, . .	2,760	1,183,803	00	13	523	598	438	510	22	130	523	—	12	7	7	41.15	42.15	84.10
Oakham, . . .	959	323,843	00	8	174	229	151	206	17	53	172	—	7	4	4	22	23.11	45.11
Oxford, . . .	3,034	1,156,411	00	14	645	508	463	416	43	120	625	3	11	4	9	60.13	38	98.13
Paxton, . . .	725	295,067	00	6	141	160	120	125	19	23	131	—	5	1	5	15.15	19.03	34.18
Petersham, . . .	1,465	672,092	00	14	260	341	227	294	17	30	276	—	14	4	10	35.10	38.17	74.07
Phillipston, . . .	764	294,353	00	7	151	201	130	162	7	46	161	—	7	2	5	17.14	23	40.14
Princeton, . . .	1,201	712,603	00	10	228	295	197	253	18	88	265	—	10	8	2	27.19	24.17	52.16
Royalston, . . .	1,486	823,257	00	13	273	360	237	316	19	77	324	—	11	8	5	29.05	37.04	66.09
Rutland, . . .	1,076	507,516	00	10	198	284	182	253	20	82	217	—	10	4	6	23	29	52
Shrewsbury, . . .	1,558	1,109,424	00	8	270	289	213	264	18	62	320	—	8	5	3	19.15	31.01	50.16
Southborough, . .	1,854	952,552	00	9	328	321	282	264	10	61	327	1	7	1	8	39.16	28.12	68.08
Southbridge, . . .	3,575	1,304,825	00	15	758	694	559	558	8	55	914	1	15	5	15	60.07	50.19	111.06
Spencer, . . .	2,777	1,294,031	00	14	666	677	445	513	53	52	612	3	11	9	5	42.13	51	93.13
Sterling, . . .	1,918	978,871	00	12	304	368	240	323	19	127	355	—	12	5	7	37.05	36.10	73.15
Sturbridge, . . .	2,245	840,096	00	15	368	466	297	382	19	72	438	—	15	6	9	46.06	45.09	91.15
Sutton, . . .	2,676	1,046,341	00	14	504	535	367	428	42	82	513	—	14	7	8	42.03	45.18	88.01
Templeton, . . .	2,816	1,089,950	00	14	514	495	448	418	39	140	501	1	13	5	9	46.15	46.05	93
Upton, . . .	1,986	722,751	00	13	343	471	270	386	31	78	331	—	11	5	8	38.10	39.10	78
Uxbridge, . . .	3,133	1,618,969	00	15	617	579	475	465	55	119	497	2	13	4	13	50.05	50.10	100.15
Warren, . . .	2,107	914,797	00	12	347	366	262	312	29	31	342	—	16	3	10	28.10	30.10	59
Webster, . . .	2,912	1,045,039	00	10	483	477	376	365	10	35	572	1	9	4	6	43	43.15	86.15
Westborough, . .	2,913	1,227,016	00	12	554	587	480	496	17	96	535	2	11	4	8	40.07	43.02	83.09
W. Boylston, . . .	2,509	886,550	00	9	476	473	400	395	41	53	534	2	7	3	6	31.19	31.18	63.17
W. Brookfield, . .	1,548	643,823	00	9	308	346	236	273	16	59	294	—	9	3	6	24.04	28.06	52.10
W. Brookfield, . .	1,840	745,615	00	13	369	428	286	345	13	75	406	—	13	7	5	30.15	34.08	65.03
Winchester, . . .	2,624	1,035,229	00	12	521	467	431	399	23	92	500	1	12	5	7	36.17	40.12	77.09
Worcester, . . .	24,960	17,926,453	00	60	4,908	4,522	3,625	3,257	334	524	4,304	4	76	6	73	320.05	306.10	626.15
Totals, . . .	159,650	\$75,412,160	00	733	30,283	31,837	23,691	25,413	1,833	4,855	30,657	40	719	280	497	3.08	3.07	6.15

WORCESTER COUNTY—CONTINUED.

[illegible]

SCHOOL RETURNS.

17

Lunenburg,	34 25	17 25	1,200 00	25 00	-	-	-	-	127 09	-	-	1	42	300 00	45 44
Mendon, . .	34 50	16 64	1,000 00	-	-	-	-	-	-	-	-	3	40	500 00	51 28
Milford, . .	73 57	21 93	8,500 00	-	-	-	-	-	-	-	-	3	40	500 00	346 13
Millbury, . .	50 16	21 45	3,100 00	36 00	-	-	-	-	-	-	-	1	25	85 00	135 13
New Braintree,	28 33	15 30	800 00	-	-	-	-	-	37 05	-	-	1	25	85 00	37 05
Northborough, .	43 00	21 50	1,300 00	-	-	-	-	-	-	-	-	4	80	392 00	51 09
Northbridge, .	38 75	21 63	2,200 00	-	-	-	-	-	-	-	-	4	118	180 00	108 42
N. Brookfield, .	36 00	20 00	2,000 00	-	-	-	-	-	-	-	-	4	118	180 00	108 42
Oakham, . .	25 75	13 84	700 00	48 45	-	-	-	-	-	-	-	2	60	160 00	84 71
Oxford, . .	33 00	18 56	2,500 00	72 00	-	-	-	-	-	-	-	1	25	75 00	107 06
Paxton, . .	40 00	17 30	700 00	-	-	-	-	-	-	-	-	1	25	75 00	27 69
Petersham, . .	25 00	16 00	1,200 00	-	704 00	42 24	-	-	-	-	-	1	40	350 00	60 06
Phillipston, . .	27 00	16 49	700 00	35 00	-	-	-	-	-	-	-	1	40	350 00	32 37
Princeton, . .	29 84	18 16	1,200 00	35 00	-	-	-	-	-	-	-	3	57	60 00	48 94
Royalston, . .	27 81	15 25	900 00	-	6,300 50	381 00	-	-	-	-	-	3	178	185 00	57 53
Rutland, . .	26 25	17 12	1,000 00	-	-	-	-	-	-	-	-	1	35	113 00	45 43
Shrewsbury, . .	33 80	20 47	1,200 00	43 98	-	57 33	-	-	-	-	-	2	50	250 00	57 33
Southborough, .	61 20	21 03	2,000 00	52 00	-	-	-	-	-	-	-	2	68	54 00	66 50
Southbridge, . .	37 91	19 87	2,900 00	-	436 66	26 20	-	-	-	-	-	2	30	37 50	149 37
Spencer, . .	29 27	16 25	2,600 00	-	-	-	-	-	-	-	-	2	30	37 50	104 52
Sterling, . .	35 80	19 22	1,700 00	30 00	-	-	-	-	-	-	-	1	35	1,200 00	68 25
Sturbridge, . .	29 84	15 29	1,500 00	-	-	-	-	-	-	-	-	1	35	150 00	87 55
Sutton, . .	31 31	19 75	2,000 00	15 00	1,900 40	114 02	-	-	-	-	-	3	50	225 00	90 09
Templeton, . .	41 00	21 32	2,400 00	-	-	-	-	-	-	-	-	1	18	162 00	96 33
Upton, . .	35 60	17 93	1,900 00	-	-	-	-	-	-	-	-	1	18	162 00	96 33
Uxbridge, . .	38 12	18 35	2,600 00	-	-	-	-	-	220 00	-	-	1	18	162 00	96 33
Warren, . .	23 33	18 19	1,200 00	-	-	-	-	-	-	-	-	1	18	162 00	96 33
Webster, . .	32 86	19 23	2,500 00	-	-	-	-	-	-	-	-	1	18	162 00	96 33
Westborough, . .	33 20	21 18	2,200 00	-	-	-	-	-	-	-	-	1	18	162 00	96 33
W. Boylston, . .	38 20	21 18	2,200 00	-	-	-	-	-	-	-	-	1	18	162 00	96 33
W. Brookfield, .	35 00	18 74	1,900 00	-	-	-	-	-	-	-	-	3	48	50 00	97 27
W. W. Brookston, .	29 78	18 27	1,100 00	15 00	-	-	-	-	-	-	-	3	48	50 00	97 27
Westminster, . .	32 00	18 50	1,600 00	-	-	-	-	-	-	-	-	3	48	50 00	97 27
Winchendon, . .	40 73	21 15	2,200 00	-	-	-	-	-	-	-	-	3	48	50 00	97 27
Worcester, . .	84 05	30 22	34,000 00	-	-	-	-	-	-	-	-	3	48	50 00	97 27
Totals, . .	\$36 76	\$19 19	\$147,508 10	\$1,172 18	\$60,808 22	\$3,595 79	\$860 63	6	247	\$6,838 00	79 1920	\$11,924 50	\$5,970 31		

Sch's, app., &c.

Schools.

HAMPSHIRE COUNTY.

TOWNS.	Population—United States Census, 1860.	Valuation—1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1861.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.			
											SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.				
Amherst, . .	3,206	\$1,581,521 00	17	716	716	585	610	10	148	540	3	14	2	15	63.10	63.10	127	
Belchertown, . .	2,709	1,063,603 00	19	468	583	373	511	28	85	545	—	18	10	9	49.17	59.11	109.08	
Chesterfield, . .	897	415,746 00	10	171	188	126	148	15	44	174	—	10	5	5	36.06	30.08	66.14	
Cummington, . .	1,085	354,219 00	10	185	243	150	205	17	46	190	—	9	2	8	29.15	30.11	60.06	
Easthampton, . .	1,916	924,567 00	8	272	263	211	226	9	7	380	—	8	1	7	36.15	30	66.15	
Enfield, . .	1,025	583,850 00	9	170	223	138	182	7	33	219	—	8	3	6	26	30.05	56.05	
Goshen, . .	439	157,942 00	5	57	95	45	72	6	22	82	—	4	3	2	11	14	25	
Granby, . .	907	476,382 00	9	126	147	102	123	6	11	152	—	7	3	4	24.10	25.05	49.15	
Greenwich, . .	699	268,824 00	7	114	154	93	130	10	27	107	—	7	1	6	19.11	20.11	40.02	
Hadley, . .	2,104	1,249,679 00	12	300	351	244	305	13	42	355	—	11	2	10	35.05	41.14	76.19	
Hatfield, . .	1,337	1,071,747 00	9	241	274	194	236	10	47	243	—	6	2	7	23.14	32.13	56.07	
Huntington, . .	1,216	442,651 00	10	223	256	183	207	24	46	248	—	9	4	5	29.05	31.14	60.19	
Middlefield, . .	748	308,332 00	11	135	132	108	115	6	37	152	—	9	4	3	27	19.10	46.10	
Northampton, . .	6,788	3,689,965 00	28	1,120	1,082	883	881	17	72	1,333	3	30	3	29	114.15	114.15	229.10	
Pelham, . .	748	174,513 00	8	158	173	100	120	19	33	155	—	8	4	4	15.10	20.13	36.03	
Plainfield, . .	639	246,735 00	10	124	97	107	75	12	21	98	—	10	2	4	36.05	15.15	52	
Prescott, . .	611	245,168 00	6	102	128	92	85	12	36	114	—	6	5	1	15.15	18.05	34	
South Hadley, . .	2,277	1,040,303 00	12	450	420	338	380	13	47	421	2	9	3	11	47.15	44.05	92	
Southampton, . .	1,130	496,462 00	7	197	195	155	168	10	14	226	—	7	2	5	27.06	22.05	49.11	
Ware, . .	3,597	1,309,890 00	17	738	630	524	506	15	91	724	3	17	8	8	79	49.15	128.15	
Westhampton, . .	608	298,404 00	8	88	107	70	87	3	19	119	—	7	3	3	20	17	37	
Williamsburg, . .	2,095	906,206 00	11	391	384	293	336	9	51	365	4	16	3	7	54.05	39.05	93.10	
Worthington, . .	1,041	430,943 00	12	215	274	169	224	16	65	254	—	12	10	3	45.10	35.15	81.05	
Totals, . .	37,822	\$17,737,649 00	255	6,761	7,115	5,283	5,932	287	1,044	7,196	15	242	85	162	3 08	3.03	6.11	

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount raised by taxes for Schools, including only the wages of Teachers, board, fuel and care of fires, for the school-year 1861-2.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Amount of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. of Scholars in incorporated Acad's.	Aggregate paid for Tuition in Incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1861, according to No. children between 5 and 15 May 1, 1860.	How appropriated.
Amherst, . . .	\$38 71	\$20 00	\$3,200 00	—	\$800 00	—	—	1	—	—	—	6	\$1,965 00	\$120 12	Schools.
Belchertown, . .	23 42	14 00	2,000 00	\$38 00	—	\$36 00	—	—	—	—	—	5	100 00	101 40	"
Chesterfield, . .	25 33	15 39	700 00	420 00	600 00	—	—	—	—	—	—	1	60 00	32 17	"
Cummington, . .	17 00	16 54	600 00	358 00	—	—	\$188 53	—	—	—	—	—	—	36 27	"
Easthampton, . .	20 00	18 13	1,250 00	—	—	—	—	—	137	\$3,231 00	—	1	126 00	62 99	"
Enfield, . . .	22 34	16 22	1,000 00	—	—	—	—	—	—	—	—	—	—	42 70	"
Goshen, . . .	24 00	19 33	350 00	550 00	—	—	—	—	—	—	—	—	—	17 55	"
Granby, . . .	24 33	15 57	1,000 00	—	—	—	—	—	—	—	—	1	60 00	31 01	"
Greenwich, . . .	28 00	14 25	700 00	—	—	—	—	—	—	—	—	1	200 00	23 98	"
Hadley, . . .	26 87	17 50	1,600 00	—	15,000 00	1,000 00	—	—	30	375 00	—	—	—	68 64	"
Hatfield, . . .	40 00	18 77	1,290 00	140 00	—	—	—	—	—	—	—	—	—	44 85	Not appropriated.
Huntington, . .	25 50	14 09	900 00	110 00	—	—	—	—	—	—	—	—	—	30 02	Schools.
Middlefield, . .	18 55	14 42	400 00	193 00	—	185 16	90 08	—	—	—	—	1	110 00	48 95	"
Northampton, . .	53 84	18 30	6,500 00	—	2,906 87	—	—	—	—	—	—	4	2,500 00	251 94	"
Pelham, . . .	20 00	13 08	500 00	26 00	—	—	—	—	—	—	—	1	36 00	32 18	"
Plainfield, . . .	17 00	13 64	450 00	318 00	—	—	—	—	—	—	—	—	—	—	Received none.
Prescott, . . .	19 50	12 83	500 00	83 50	—	—	—	—	—	—	—	—	—	—	Schools.
South Hadley, . .	42 30	17 78	2,500 00	50 00	—	—	—	—	250	5,000 00	—	—	—	69 50	"
Southampton, . .	30 50	17 00	700 00	118 00	2,000 00	120 00	—	1	35	250 00	—	33	200 00	44 27	"
Ware, . . .	40 45	17 30	3,300 00	—	—	—	—	—	—	—	—	—	—	144 69	"
Westhampton, . .	22 85	15 14	500 00	213 80	—	—	—	—	—	—	—	—	—	23 79	"
Williamsburg, . .	44 62	15 80	1,000 00	863 00	12,100 00	909 26	—	—	—	—	—	—	—	68 44	"
Worthington, . .	26 00	16 50	600 00	725 00	1,948 67	116 92	146 98	—	—	—	—	—	—	36 47	"
Totals, . . .	\$28 31	\$16 16	\$31,540 00	\$4,206 30	\$35,155 54	\$2,367 34	\$425 59	5	452	\$8,856 00	22	454	\$5,357 00	\$1,359 03	

HAMPDEN COUNTY.

TOWNS.	Population—United States Census, 1860.	Valuation—1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1861.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.						
				In Sum'r.		In Winter.					In Sum'r.		In Winter.		SUMMER.		WINTER.		Summer.	Winter.	Total.
											Males.	Females.	Males.	Females.	Mos. Days.	Mos. Days.	Mos. Days.				
Agawam, . .	1,698	\$693,008 00	10	239	278	179	223	6	22	294	—	9	2	7	39.05	35.10	74.15				
Blandford, . .	1,256	519,151 00	14	251	267	189	175	19	65	256	—	14	5	4	34.03	43.12	77.15				
Brimfield, . .	1,363	700,972 00	11	218	286	176	234	17	44	266	—	10	1	10	31.15	33.12	65.07				
Chester, . .	1,314	456,635 00	14	261	275	189	201	21	43	274	—	12	2	12	36.10	44.15	81.05				
Chicopee, . .	7,261	2,782,288 00	23	1,289	1,346	951	1,057	26	127	1,249	3	27	5	24	140.10	80.05	220.15				
Granville, . .	1,385	411,508 00	10	259	216	162	164	6	20	278	—	10	8	1	39.07	27.17	67.04				
Holland, . .	419	147,186 00	4	70	105	59	86	4	27	94	—	4	3	1	12.02	12.06	24.08				
Holyoke, . .	4,997	2,080,834 00	14	929	814	704	628	31	69	860	2	16	4	12	77.05	43.15	121				
Longmeadow, . .	1,376	917,994 00	11	196	271	136	195	6	38	263	—	9	4	7	46.07	46.07	92.14				
Ludlow, . .	1,174	440,734 00	10	225	304	189	253	28	54	254	—	10	5	5	34.08	33.14	68.02				
Monson, . .	3,164	1,103,143 00	17	451	557	392	438	24	99	464	—	16	7	10	54.15	51.10	106.05				
Montgomery, . .	371	156,175 00	5	75	84	55	60	8	14	85	—	5	2	3	15.15	15.14	31.09				
Palmer, . .	4,082	1,167,291 00	19	658	787	531	633	26	98	849	1	16	5	14	61.12	69.01	130.13				
Russell, . .	605	198,462 00	7	143	120	106	85	15	9	139	—	6	—	6	19.05	18.05	37.10				
Southwick, . .	1,188	593,595 00	10	243	288	176	238	21	53	210	1	10	3	6	46.04	37.16	84				
Springfield, . .	15,199	8,669,806 00	39	2,983	2,521	1,952	1,950	15	357	2,688	5	53	7	51	204.15	204.15	409.10				
Tolland, . .	596	280,774 00	7	123	120	88	91	9	23	115	—	7	2	3	23.15	18.05	42				
Wales, . .	677	277,868 00	6	116	156	87	127	15	20	120	—	6	2	4	17	17.10	34.10				
Westfield, . .	5,055	2,801,834 00	25	742	855	590	697	18	56	926	3	26	7	18	102.15	99.10	202.05				
W. Springfield, . .	2,105	1,011,772 00	13	327	340	260	286	6	22	395	—	12	—	12	53.10	43.10	97				
Wilbraham, . .	2,081	841,633 00	13	304	361	236	287	27	53	419	—	13	6	8	62.10	52.05	114.15				
Totals, . .	57,366	\$26,252,663 00	282	10,102	10,351	7,377	8,108	348	1,313	10,498	15	291	80	218	4.02	3.13	7.15				

HAMPDEN COUNTY—CONTINUED.

SCHOOL RETURNS.

xix

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount raised by taxes for Schools, including only the wages of Teachers, board, fuel and care of fires, 1861-2.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. of Scholars in Incorporated Academies.	Aggregate paid for Tuition in Incorporated Academies.	Unincorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Academies and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1861, according to No. chil. May 1, 1860.	How appropriated.
Agawam, . . .	\$24 00	\$17 00	\$1,200 00	\$300 00	—	\$150 00	—	—	—	—	—	\$300 00	1	\$300 00	\$59 28	Schools.
Blandford, . . .	24 04	15 03	500 00	561 00	\$2,500 00	\$150 00	\$193 30	—	—	—	—	—	1	—	49 53	"
Brimfield, . . .	22 00	17 58	1,200 00	42 00	10,000 00	700 00	—	—	—	—	—	50 00	1	50 00	54 79	"
Chester, . . .	24 80	17 20	800 00	715 00	700 00	38 00	—	—	—	—	—	160 00	2	160 00	58 89	"
Chicopee, . . .	66 30	20 73	8,450 00	—	—	—	597 40	—	—	—	—	—	2	—	224 25	"
Granville, . . .	21 40	13 02	600 00	330 00	—	—	185 00	—	—	—	—	200 00	2	200 00	49 92	"
Holland, . . .	18 45	9 79	250 00	50 00	222 22	13 33	—	—	—	—	—	—	1	—	15 21	"
Holyoke, . . .	38 33	18 48	4,000 00	—	—	—	—	—	—	—	—	—	1	100 00	142 35	"
Longmeadow, . . .	30 72	17 64	1,650 00	86 25	1,131 00	67 86	—	—	—	—	—	700 00	2	700 00	48 56	"
Ludlow, . . .	24 00	17 25	900 00	375 00	—	—	—	—	—	—	—	528 00	1	528 00	53 62	"
Monson, . . .	26 24	16 75	1,800 00	401 00	6,000 00	360 00	—	—	40	\$1,052 62	—	—	1	—	91 46	"
Montgomery, . . .	22 50	15 78	300 00	228 00	—	—	—	—	—	—	—	—	—	—	14 43	"
Palmer, . . .	37 87	19 76	2,800 00	118 00	825 00	49 50	—	—	—	—	—	60 00	1	60 00	154 83	"
Russell, . . .	—	14 16	400 00	111 75	—	—	—	—	—	—	—	—	—	—	20 18	"
Southwick, . . .	34 66	13 38	315 00	383 50	15,618 00	937 08	—	—	—	—	—	—	—	—	40 95	"
Springfield, . . .	84 23	21 71	18,000 00	—	7,082 67	410 53	117 00	—	—	—	—	1,250 00	8	1,250 00	482 04	Schools.
Tolland, . . .	22 20	15 39	400 00	—	—	—	—	—	—	—	—	—	1	—	—	Not received.
Wales, . . .	24 83	12 92	475 00	60 00	—	—	—	—	—	—	—	20 00	1	20 00	23 60	Schools.
Westfield, . . .	38 33	19 04	5,500 00	510 00	10,000 00	600 00	—	—	50	1,050 00	—	225 00	1	225 00	180 18	"
W. Springfield, . . .	—	18 98	1,200 00	25 00	13,333 33	800 00	—	—	1	—	—	150 00	3	150 00	75 66	"
Wilbraham, . . .	27 92	17 33	2,000 00	339 75	950 00	57 00	82 53	—	1	521	3,500 00	300 00	1	300 00	76 44	"
Totals, . . .	\$32 25	\$16 62	\$52,740 00	\$4,636 25	\$68,362 22	\$4,183 30	\$1,175 23	3	611	\$5,602 62	25	\$4,043 00	505	\$4,043 00	\$1,916 17	

* 10 per cent. for apparatus, the rest for Schools.

FRANKLIN COUNTY.

TOWNS.	Population—United States Census, 1860.	Valuation—1860.	Public Schools.		No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1861.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
					In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	WINTER.		Males.	Females.	Total.
												Summer.	Winter.			Summer.	Winter.	Total.
												Mos. Days.	Mos. Days.			Mos. Days.	Mos. Days.	Mos. Days.
Ashfield, . . .	1,302	\$606,201 00	14	219	297	184	253	15	68	275	14	4	10	40	42	82		
Barnardston, . .	968	444,496 00	6	154	199	119	170	6	29	176	6	1	5	21.15	19	40.15		
Buckland, . . .	1,702	497,592 00	13	341	407	295	318	25	55	424	11	2	9	34.18	36.18	71.16		
Charlemont, . .	1,075	392,972 00	9	184	237	142	190	11	55	242	8	4	4	24	24.05	48.05		
Coleraine, . . .	1,798	555,814 00	18	357	480	284	390	24	120	360	16	5	12	52.10	56.02	108.12		
Conway, . . .	1,689	725,055 00	15	291	321	234	269	35	38	377	14	3	11	46.05	47.19	94.04		
Deerfield, . . .	3,073	1,181,066 00	18	553	656	431	566	21	159	651	1	19	7	70.10	69.10	140		
Erving, . . .	527	163,601 00	4	97	122	83	111	12	6	123	—	4	4	11	15.17	26.17		
Gill, . . .	683	380,385 00	6	141	163	123	140	8	38	144	—	6	6	18.10	18.15	37.05		
Greenfield, . . .	3,198	1,534,425 00	14	534	562	431	459	—	53	619	3	12	6	73.13	43.03	116.16		
Hawley, . . .	671	225,604 00	9	82	139	62	128	6	35	123	—	6	4	16.02	20.02	36.04		
Heath, . . .	661	255,580 00	8	122	164	89	137	7	46	141	—	8	5	24	22.18	46.18		
Leverett, . . .	964	292,830 00	9	184	252	147	202	11	55	216	—	9	4	24.15	27.13	52.08		
Leyden, . . .	606	273,648 00	5	127	179	95	139	6	42	160	—	6	5	18	15.15	33.15		
Monroe, . . .	236	83,091 00	4	66	65	49	52	9	15	42	—	4	3	9.10	6.03	15.13		
Montague, . . .	1,593	564,033 00	12	312	350	275	330	15	60	362	—	12	4	36.10	38.04	74.14		
New Salem, . .	957	347,945 00	12	254	266	216	233	9	50	250	—	13	2	30.19	35.06	66.05		
Northfield, . . .	1,712	708,226 00	15	360	384	295	320	8	30	354	1	14	1	46.02	48	94.02		
Orange, . . .	1,622	543,346 00	14	325	386	276	347	27	85	333	—	14	4	36	36.10	72.10		
Rowe, . . .	619	223,313 00	8	130	150	93	120	4	35	165	—	7	3	22.03	23.08	45.11		
Shelburne, . . .	1,448	682,660 00	9	237	255	200	194	11	48	272	1	8	2	31.08	29.07	60.15		

Shutesbury, . . .	798	221,007 00	10	158	176	121	142	8	40	170	-	8	4	6	21.05	26.12	47.17
Sunderland, . . .	839	345,843 00	8	165	229	144	194	4	46	205	-	6	3	5	22	29.02	51.02
Warwick, . . .	932	342,556 00	11	208	240	180	210	14	48	203	1	10	1	10	26.05	28.10	54.15
Wendell, . . .	704	232,771 00	10	144	159	108	128	13	26	131	-	8	-	10	17.05	26	43.05
Whately, . . .	1,057	624,902 00	6	173	173	143	143	14	50	178	-	6	2	4	23.05	24.05	47.10
Totals, . . .	31,434	\$12,448,961 00	267	5,918	7,011	4,819	5,885	323	1,332	6,696	7	249	76	190	3.00	3.01	6.01

FRANKLIN COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount raised by taxes for Schools, including only the wages of Teachers, board, fuel and care of fires, for the school-year 1861-2.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. of Scholars in Incorporated Acad's.	Aggregate paid for Tuition in Incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in Unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1861, according to No. children between 5 and 15 May 1, 1860.	How appropriated.
	\$	\$	\$	\$	\$	\$	\$			\$			\$	\$	Schools.
Ashfield, . . .	25 00	17 00	1,000 00	280 00	9045 00	—	—	1	20	\$90 00	—	1	\$2,600 00	\$43 68	68
Bernardston, . .	33 33	17 41	300 00	10 00	10,716 67	\$643 00	—	—	—	—	—	155	—	39 00	“
Buckland, . . .	33 50	15 10	1,000 00	100 00	914 96	54 88	—	—	—	—	—	40	—	66 49	“
Charlemont, . .	22 87	14 16	600 00	214 50	—	—	—	—	—	—	—	3	120 00	47 97	“
Coleraine, . . .	24 83	15 53	1,000 00	750 00	—	—	—	—	—	—	—	75	225 00	66 89	“
Conway, . . .	23 55	15 34	1,250 00	465 50	—	—	—	—	30	250 00	—	33	33 50	75 66	“
Deerfield, . . .	37 03	19 89	3,489 86	348 79	10,000 00	600 00	—	—	6	74 31	—	23	262 00	122 46	“
Erving, . . .	—	17 96	500 00	15 00	—	—	\$45 51	—	1	—	—	1	—	22 42	“
Gill, . . .	—	17 33	600 00	248 00	—	—	—	—	—	—	—	30	120 00	30 23	“
Greenfield, . .	54 28	19 27	3,600 00	1,131 00	—	—	—	—	2	—	—	19	1,200 00	122 26	“
Hawley, . . .	19 82	13 09	500 00	147 00	400 00	24 00	—	—	—	—	—	20	50 00	25 55	“
Heath, . . .	23 60	13 90	600 00	—	—	—	—	—	—	—	—	3	—	28 08	“
Leverett, . . .	19 54	12 09	600 00	67 57	—	—	—	—	—	—	—	53	131 50	40 95	“
Leyden, . . .	27 20	15 00	450 00	363 00	—	—	—	—	—	—	—	50	200 00	23 01	“
Monroe, . . .	—	14 42	84 00	110 00	207 33	12 44	—	—	—	—	—	1	—	9 75	“
Montague, . . .	30 00	17 25	1,200 00	190 00	—	—	12 00	—	—	—	—	25	90 00	72 15	“
New Salem, . .	21 50	13 39	1,000 00	18 00	4,500 00	270 00	163 35	—	76	257 00	—	—	—	44 65	“
Northfield, . .	26 00	20 00	1,200 00	—	400 00	24 00	66 00	—	—	—	—	—	—	66 30	“
Orange, . . .	27 32	14 97	1,200 00	—	—	—	—	—	—	—	—	2	150 00	64 35	Schools.*
Rowe, . . .	18 81	14 07	500 00	130 00	200 00	12 00	—	—	—	—	—	12	50 00	33 93	“
Shelburne, . . .	36 11	19 28	1,000 00	280 00	—	—	—	—	—	—	—	6	1,000 00	55 58	“

	20 92	13 29	600 00	90 00	280 00	16 80	-	-	-	-	2	38	81 00	38 22	Schools.
Shutesbury, .	32 96	15 16	850 00	-	-	-	-	-	-	-	1	25	90 00	39 78	"
Sunderland, .	16 50	15 24	800 00	-	500 00	30 00	-	-	-	-	2	30	225 00	36 07	"
Warwick, .	-	13 13	500 00	22 90	690 00	41 40	-	-	-	-	-	-	-	26 52	"
Wendell, .	26 00	17 50	1,000 00	84 00	-	-	150 00	-	-	-	-	-	-	34 71	Gen'l purposes.
Totals, . .	\$27 30	\$15 80	\$25,423 86	\$5,065 26	\$29,753 96	\$1,728 52	\$436 86	4	132	\$671 31	36	773	\$6,628 00	\$1,276 66	

* And 25 per cent. for maps.

BERKSHIRE COUNTY.

TOWNS.	Population—United States Census, 1860.	Valuation—1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1861.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
											Males.	Females.	Males.	Females.			
Adams, . . .	6,924	\$2,543,095 00	25	999	1,195	834	781	72	102	1,360	2	21	10	17	61.03	111.04	172.07
Alford, . . .	542	320,018 00	3	112	117	70	86	3	11	132	—	3	3	—	10.15	11.06	22.01
Becket, . . .	1,578	431,652 00	12	322	338	218	244	14	64	350	—	11	3	9	33	38.12	71.12
Cheshire, . . .	1,533	646,771 00	8	281	292	194	213	18	55	346	1	7	5	3	25	28.03	53.03
Clarksburg, . . .	420	107,505 00	3	75	74	46	52	8	5	89	—	3	2	1	10	9	19
Dalton, . . .	1,243	733,646 00	6	215	197	158	139	15	8	242	1	5	1	5	25.05	25	50.05
Egremont, . . .	1,079	452,030 00	5	163	191	118	150	11	41	186	—	5	3	2	23.05	19.19	43.04
Florida, . . .	645	119,316 00	6	133	148	96	119	2	43	136	—	6	4	2	17.01	17.12	34.13
Gt. Barrington, . . .	3,871	1,843,798 00	19	667	681	429	460	52	82	659	—	19	2	17	92.05	74	166.05
Hancock, . . .	816	494,484 00	7	131	160	108	134	10	25	175	—	7	5	2	27	25	52
Hinsdale, . . .	1,511	557,661 00	8	275	243	196	181	19	26	270	—	8	4	4	31.15	28.18	60.13
Lanesborough, . . .	1,308	641,549 00	7	224	231	157	167	15	41	282	—	7	3	4	28	22.10	50.10
Lee, . . .	4,420	1,731,778 00	16	830	716	564	500	33	58	875	1	14	2	13	72.05	60	132.05
Lenox, . . .	1,711	821,416 00	9	325	321	203	198	25	43	431	—	7	4	5	32.10	29.08	61.18
Monterey, . . .	758	306,184 00	9	147	182	100	123	10	22	160	—	9	1	8	32.10	31.05	63.15
Mt. Washington, . . .	321	79,294 00	3	70	59	40	42	3	15	83	—	2	2	—	7.14	7	14.14
New Ashford, . . .	239	112,993 00	2	36	44	23	28	2	8	44	—	2	—	2	7	4.10	11.10
N. Marlborough, . . .	1,782	616,976 00	11	329	343	238	242	38	55	382	—	11	7	4	50.04	41.07	91.11
Otis, . . .	998	256,822 00	9	198	217	146	144	18	48	180	—	9	3	4	31	20.09	51.09
Peru, . . .	499	218,200 00	7	87	102	70	84	4	33	94	—	4	1	3	14.10	11	25.10
Pittsfield, . . .	8,045	5,059,907 00	26	1,455	1,399	1,043	987	54	104	1,588	1	29	9	19	127.05	123	250.05
Richmond, . . .	914	489,346 00	6	200	204	119	157	17	42	186	—	6	2	4	24	18.10	42.10
Sandisfield, . . .	1,585	544,922 00	14	310	357	183	224	25	69	309	—	14	7	6	58.10	43.15	102.05

Savoy, . . .	904	268,439 00	9	178	172	128	120	6	32	207	-	9	5	4	33.16	25.19	59.15
Sheffield, . .	2,621	1,103,728 00	15	489	560	310	352	32	76	612	1	16	11	4	61	52.08	113.08
Stockbridge, .	2,136	976,256 00	9	324	342	218	245	36	37	390	1	8	5	4	37.10	36.10	74
Tyringham, .	730	293,228 00	7	156	122	115	96	8	18	156	-	7	1	5	31.16	20.12	52.08
Washington, .	948	301,441 00	9	217	218	155	142	20	38	225	-	8	3	4	35.10	22.19	58.09
W. Stockbridge,	1,589	602,010 00	7	340	378	257	246	49	20	355	-	7	6	1	29.05	29	58.05
Williamstown, .	2,611	1,173,222 00	15	443	513	266	350	35	68	552	-	14	10	9	54.05	47.10	101.15
Windsor, . .	839	337,275 00	11	182	212	136	147	16	53	186	-	11	5	6	38.04	34.19	73.03
Totals, . .	55,120	\$24,186,962 00	303	9,913	10,328	6,938	7,153	670	1,342	11,242	8	289	129	171	3.17	3.11	7.08

BERKSHIRE COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount raised by taxes for Schools, including only the wages of Teachers, board, fuel and care of fires, for the school-year 1861-2.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Amount of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. of Scholars in Incorporated Academies.	Aggregate paid for Tuition in incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Academies and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1861, according to No. children between 5 and 15 May 1, 1860.	Schools.	How appropriated.
Adams, . . .	\$28 33	\$18 00	\$3,866 50	\$240 00	\$1,783 33	\$106 99	-	1	40	\$140 00	6	150	\$800 00	\$256 23	23	"
Alford, . . .	22 00	12 00	400 00	14 00	-	-	-	-	-	-	-	-	-	23 40	40	"
Becket, . . .	27 00	17 37	800 00	675 00	-	-	\$23 61	-	-	-	-	-	-	66 10	10	"
Cheshire, . . .	23 50	16 00	1,000 00	170 00	-	-	-	-	-	-	4	85	500 00	69 03	03	"
Clarksburg, . . .	20 50	15 00	200 00	-	-	-	-	-	-	-	-	-	-	15 60	60	"
Dalton, . . .	20 00	16 70	800 00	188 37	-	-	-	-	-	-	1	23	100 00	43 68	68	"
Egremont, . . .	31 29	17 85	700 00	448 00	-	-	-	1	15	250 00	1	25	20 00	37 44	44	"
Florida, . . .	19 00	13 50	350 00	81 00	190 00	11 40	-	-	-	-	1	25	20 00	23 99	99	"
Gt. Barrington, . . .	22 50	15 77	3,000 00	-	960 00	57 60	-	-	-	-	5	70	5,000 00	139 03	03	"
Hancock, . . .	25 35	15 03	500 00	530 00	200 00	12 00	-	-	-	-	2	35	200 00	35 10	10	"
Hinsdale, . . .	22 91	18 80	850 00	493 00	250 00	14 82	-	1	30	459 90	2	25	45 00	63 38	38	"
Lanesborough, . . .	26 66	21 00	800 00	300 00	883 00	52 98	47 62	-	-	-	2	30	600 00	52 84	84	"
Lee, . . .	70 00	16 90	2,082 98	-	1,600 00	96 00	-	-	-	-	1	12	3,000 00	173 16	16	"
Lenox, . . .	24 62	16 25	900 00	328 00	2,000 00	120 00	-	1	8	40 00	3	33	900 00	78 59	59	"
Monterey, . . .	26 00	13 24	550 00	385 50	-	6 00	104 29	-	-	-	-	-	-	34 90	90	"
Mt. Washington, . . .	21 33	12 75	150 00	126 00	100 00	-	-	-	-	-	-	-	-	18 92	92	"
New Ashford, . . .	-	16 00	100 00	56 00	-	-	-	-	-	-	-	-	-	8 38	38	"
N. Marlborough, . . .	26 57	16 06	1,200 00	475 50	-	-	327 47	1	24	480 00	1	12	36 00	71 37	37	"
Otis, . . .	25 00	16 00	630 00	323 25	-	-	-	-	-	-	-	-	-	36 27	27	"
Pera, . . .	26 00	17 46	305 00	136 00	-	22 50	-	-	-	-	-	-	-	20 87	87	"
Pittsfield, . . .	32 58	19 54	6,800 00	100 00	-	-	-	1	100	5,000 00	9	200	6,000 00	347 88	88	"
Richmond, . . .	24 00	14 00	399 00	282 22	-	-	-	-	-	-	-	-	-	38 61	61	"
Sandisfield, . . .	25 42	15 90	1,000 00	738 00	1,290 00	77 40	128 00	-	-	-	-	-	-	61 81	81	"

Savoy, . . .	22 43	12 99	515 00	393 05	1,297 00	77 82	-	-	-	-	-	1	6	24 00	38 03	Schools.
Sheffield, . .	25 09	16 00	1,500 00	850 00	-	-	200 00	-	-	-	-	2	18	5,000 00	118 95	"
Stockbridge, .	23 50	14 17	1,200 00	74 00	3,000 00	174 00	-	1	30	608 00	-	4	53	2,240 00	78 97	"
Tyringham, .	26 00	12 85	600 00	150 00	-	-	-	-	-	-	-	-	-	-	31 20	"
Washington, .	21 66	14 50	600 00	301 00	-	-	3 75	-	-	-	-	-	-	-	34 91	"
W. Stockbridge,	21 00	14 00	800 00	210 00	-	-	-	-	-	-	-	-	-	-	68 05	"
Williamstown, .	23 25	15 06	1,500 00	475 00	830 00	50 00	-	-	-	-	-	5	100	200 00	98 87	"
Windsor, . .	20 60	13 31	500 00	435 00	587 00	35 20	-	-	-	-	-	-	-	-	36 85	"
Totals, . .	\$25 80	\$15 61	\$34,568 48	\$8,977 89	\$14,970 33	\$914 71	\$834 74	7	247	\$6,977 90	49	877	\$24,665 00	\$2,222 41		

NORFOLK COUNTY.

TOWNS.	Population—United States Census, 1860.	Valuation—1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1861.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.				
				In Winter.		In Sum'r.					In Winter.		SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.					
Bellingham, . .	1,313	\$474,259 00	11	299	349	240	285	20	51	720	—	11	1	10	34.05	38.05	72.10		
Braintree, . .	3,468	1,431,960 00	14	730	689	583	547	22	50	720	3	14	5	10	79.10	51.10	131		
Brookline, . .	5,164	10,598,546 00	17	810	825	684	713	27	80	836	5	19	5	19	91.08	91.08	182.16		
Canton, . . .	3,242	2,015,398 00	12	732	638	527	479	15	39	687	3	10	6	7	68.15	37.17	106.12		
Cohasset, . .	1,953	1,018,224 00	11	438	419	300	315	30	55	379	1	9	2	9	50	54	104		
Dedham, . . .	6,330	4,379,743 00	27	1,184	1,136	942	899	31	128	1,149	5	23	6	22	155.10	108.15	264.05		
Dorchester, . .	9,769	10,880,383 00	32	2,056	2,052	1,503	1,554	100	160	1,944	8	36	8	36	160	160	320		
Dover,	679	344,741 00	4	139	143	117	111	9	24	157	—	4	—	4	13.17	14.10	28.07		
Foxborough, . .	2,879	1,287,735 00	8	442	451	366	389	28	88	474	2	9	5	6	33.08	33.07	66.15		
Franklin, . . .	2,172	811,637 00	11	440	442	351	359	31	64	435	1	11	3	9	35.06	37.10	72.16		
Medfield, . . .	1,082	601,491 00	5	157	174	129	150	3	29	165	—	4	2	3	17	17.15	34.15		
Medway, . . .	3,195	1,210,746 00	11	592	649	475	539	36	81	569	—	12	6	6	39	34.05	73.05		
Milton,	2,669	3,393,720 00	10	508	457	376	366	—	31	570	5	5	5	5	52.10	52.10	105		
Needham, . . .	2,658	1,604,985 00	12	532	481	409	406	11	50	538	—	11	5	7	55	48	103		
Quincy,	6,778	3,870,000 00	22	1,451	1,370	1,178	1,081	22	16	1,420	6	18	6	17	121	115.10	236.10		
Randolph, . . .	5,760	2,726,059 00	24	1,349	1,220	1,074	1,012	45	33	1,280	2	22	2	21	158	60.10	218.10		
Roxbury, . . .	23,137	24,000,000 00	86	4,204	4,396	3,869	3,987	—	279	5,349	9	81	9	83	365	473	838		
Sharon,	1,377	651,213 00	6	266	258	178	193	10	15	262	—	8	4	2	32.05	22	54.05		
Stoughton, . . .	4,830	1,758,237 00	16	1,086	871	797	779	29	97	1,014	5	12	8	11	71.05	51.13	122.18		
Walpole,	2,037	1,035,854 00	9	326	385	276	313	22	34	330	1	9	1	10	30.10	40.10	71		
West Roxbury, . .	6,310	8,337,578 00	22	1,132	1,195	884	932	3	104	971	4	21	4	21	107.10	137.10	215		
Weymouth, . . .	7,742	3,119,993 00	31	1,642	1,585	1,297	1,247	126	105	1,515	4	38	4	39	154.08	134.08	288.16		
Wrentham, . . .	3,406	1,248,397 00	19	617	670	520	547	18	83	664	—	19	8	12	59.12	62.07	121.19		
Totals,	109,950	\$86,800,899 00	420	21,132	20,855	17,075	17,203	638	1,696	21,706	64	406	105	369	4.15	4.08	9.03		

SCHOOL RETURNS.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount raised by taxes for Schools, including the wages of Teachers, board, fuel and care of fires, for the school-year 1861-2.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. of Scholars in Incorporated Acad's.	Aggregate paid for Tuition in Incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academics and Private Schools.	Town's share of School Fund received in 1861, according to No. children between 5 and 15 May 1, 1860.	How appropriated.
Bellingham, . .	\$22 00	\$19 31	\$1,200 00	—	\$418 16	\$25 09	\$140 63	—	—	—	—	—	—	\$53 04	Schools.
Brantree, . .	40 21	21 23	3,400 00	—	4,500 00	300 00	—	—	—	—	—	35	\$500 00	133 38	"
Brookline, . .	100 83	29 50	15,272 75	—	—	—	—	—	—	—	—	70	2,800 00	135 13	Town Treas.
Canton, . .	40 06	20 90	3,200 00	—	—	—	—	—	—	—	—	6	140 00	125 19	Schools.
Cohasset, . .	51 43	13 73	2,100 00	—	1,000 00	70 00	—	—	—	—	—	1	—	73 71	"
Dedham, . .	83 67	24 92	12,545 00	—	1,100 00	66 00	—	—	—	—	—	45	800 00	230 88	Town Treas.
Dorchester, . .	106 25	33 49	24,100 00	—	16,177 25	985 46	—	—	—	—	—	75	3,000 00	336 77	Schools.
Dover, . .	—	22 00	800 00	—	—	—	80 03	—	—	—	—	3	—	30 03	"
Foxborough, . .	33 83	23 30	2,500 00	—	—	—	94 96	—	—	—	—	2	2,176 00	94 96	"
Franklin, . .	31 66	20 82	1,600 00	\$24 25	—	—	—	—	—	—	—	50	160 00	81 90	"
Medfield, . .	36 14	23 95	800 00	—	3,760 00	225 60	—	—	—	—	—	2	—	36 66	"
Medway, . .	40 41	23 61	2,000 00	40 00	200 00	12 00	—	—	—	—	—	3	390 00	104 52	"
Milton, . .	61 90	24 76	5,500 00	—	1,666 00	100 00	—	—	20	\$800 00	—	45	1,200 00	116 80	"
Needham, . .	41 60	22 05	2,900 00	—	—	—	—	—	—	—	—	1	800 00	109 40	"
Quincy, . .	77 08	23 33	9,000 00	—	—	—	—	—	—	—	—	60	150 00	275 34	"
Randolph, . .	66 25	18 31	6,000 00	250 00	15,000 00	1,000 00	92 00	—	—	—	—	500	5,000 00	933 46	City Treas.
Roxbury, . .	123 80	29 39	48,507 52	—	76,331 29	3,835 59	—	—	—	—	25	46	500 00	52 26	Schools.
Sharon, . .	37 66	24 25	1,311 00	—	2,640 00	158 40	120 00	—	—	—	—	1	350 00	200 46	"
Stoughton, . .	39 75	20 67	4,500 00	—	—	—	—	—	—	—	2	40	450 00	70 98	"
Walpole, . .	30 00	24 00	2,400 00	—	—	—	—	—	—	—	1	30	6,405 00	166 91	Town Treas.
West Roxbury, . .	120 93	33 33	12,826 19	—	45,000 00	2,700 00	—	—	—	—	6	157	—	292 11	Schools.
Weymouth, . .	57 65	21 72	8,500 00	—	2,939 00	166 00	252 00	—	—	—	—	1	—	128 90	20 per cent. for Books, and balance to Schools.
Wrentham, . .	35 17	24 65	2,975 00	—	2,001 96	120 10	341 86	—	34	720 00	—	15	111 12	128 90	
Totals, . .	\$58 10	\$23 62	\$173,937 46	\$314 25	\$172,733 66	\$9,764 24	\$1,071 48	2	54	\$1,520 00	61	1400	\$26,032 12	\$4,025 76	

BRISTOL COUNTY.

TOWNS.	Population—United States Census, 1860.	Valuation—1860.	Public Schools.		No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
			Public Schools.		In Sum'r.	In Winter.	In Sum'r.	In Winter.			SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
											Males.	Females.	Males.	Females.			
Acushnet, . . .	1,387	\$784,837 00	9	286	313	209	246	17	59	312	—	9	5	4	44.15	36.12	81.07
Attleborough, . .	6,066	2,466,316 00	27	1,068	1,155	854	924	20	103	1,158	4	26	10	19	101.15	101.15	203.10
Berkley, . . .	825	317,290 00	6	168	199	126	166	12	26	207	—	7	3	3	21	18	39
Dartmouth, . . .	3,883	2,948,785 00	27	746	737	474	512	38	93	769	1	25	13	13	98	101	199
Dighton, . . .	1,733	711,454 00	11	343	352	265	283	30	51	350	—	11	6	5	36	38.18	74.18
Easton, . . .	3,067	1,064,221 00	13	642	677	538	574	22	101	623	1	13	8	6	39.10	38.10	78
Fairhaven, . . .	3,118	3,596,609 00	13	621	641	506	507	17	112	563	2	14	4	12	77.10	43	120.10
Fall River, . . .	14,026	10,923,746 00	32	2,544	2,476	1,809	1,811	31	279	3,091	6	46	8	46	151.13	165.15	317.08
Freetown, . . .	1,521	802,214 00	9	319	322	233	249	21	93	342	3	8	5	3	43.10	20.12	64.02
Mansfield, . . .	2,114	711,080 00	9	411	397	359	322	19	74	421	1	10	4	7	27.05	25.10	52.15
New Bedford, . .	22,300	24,196,138 00	39	3,845	4,249	3,144	3,180	1	544	3,735	7	78	9	83	194.05	212.15	407
Norton, . . .	1,848	818,451 00	9	380	415	284	356	12	61	397	—	9	5	5	25.15	27.07	53.02
Pawtucket, . . .	4,200	2,000,391 00	9	648	628	491	488	—	—	852	2	12	2	12	42.05	43.05	85.10
Raynham, . . .	1,746	1,030,743 00	8	314	320	254	267	18	47	289	—	8	5	3	24.15	23.10	50.05
Rehoboth, . . .	1,932	884,436 00	15	373	480	330	401	39	105	408	—	15	7	8	54.18	49.02	104
Seekonk, . . .	2,662	1,365,550 00	14	382	542	301	433	29	76	453	—	13	3	12	40.15	51.09	92.04
Somerset, . . .	1,793	914,070 00	7	127	433	93	337	23	31	371	1	3	2	7	9.02	41.05	50.07
Swansey, . . .	1,430	743,335 00	10	235	313	180	250	13	65	266	—	9	4	6	26.10	32.10	59
Taunton, . . .	15,376	8,211,023 00	53	3,040	3,132	2,232	2,337	155	309	3,000	4	60	15	51	141.10	134.05	275.15
Westport, . . .	2,767	1,803,564 00	20	570	603	396	444	34	91	600	1	18	10	10	81.13	74	155.13
Totals, . . .	93,794	\$66,294,256 00	340	17,062	18,384	13,078	14,087	551	2,320	18,207	33	394	128	315	3.15	3.15	7.10

BRISTOL COUNTY—CONTINUED.

TOWNS.	Average Wages of Male Teachers per month, including the value of board.	Average Wages of Female Teachers, per month, including the value of board.	Amount raised by taxes for Schools, including only the wages of Teachers, board, fuel and care of fires, for the school-year 1861-2.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. of Scholars in Incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1861, according to No. children between 5 and 15 May 1, 1860.	How appropriated.
Acushnet, . . .	\$3 60	\$20 43	\$2,000 00	—	\$11,800 00	\$708 00	\$237 00	—	—	—	—	—	—	\$54 60	Schools.
Attleborough, . .	37 91	20 92	5,000 00	—	—	—	—	—	—	—	—	—	—	236 92	"
Berkley, . . .	29 66	18 70	1,000 00	—	—	—	—	—	—	—	—	—	—	38 81	"
Dartmouth, . . .	24 54	16 50	3,500 00	\$160 00	—	—	—	—	—	—	—	—	—	154 05	"
Dighton, . . .	27 17	16 41	1,200 00	76 00	—	—	110 00	—	—	—	—	—	—	69 22	"
Easton, . . .	42 22	22 69	2,500 00	632 00	—	—	—	—	—	—	—	—	—	115 64	"
Fairhaven, . . .	51 25	21 00	4,500 00	—	—	—	—	—	—	—	—	—	—	139 62	"
Fall River, . . .	71 00	21 60	16,000 00	—	—	—	—	—	—	—	—	—	—	628 09	"
Freetown, . . .	23 98	20 64	1,500 00	—	—	—	—	—	—	—	—	—	—	66 69	"
Mansfield, . . .	32 09	23 61	1,473 50	15 00	1,000 00	60 00	—	—	—	—	—	—	—	83 46	"
New Bedford, . .	87 66	27 65	35,219 19	—	12,000 00	300 00	—	—	—	—	—	—	—	742 95	"
Norton, . . .	31 60	22 14	1,500 00	—	—	—	—	—	—	—	—	—	—	74 49	"
Pawtucket, . . .	86 84	19 66	3,500 00	—	—	—	—	—	—	—	—	—	—	150 06	"
Raynham, . . .	30 60	23 63	1,350 00	—	—	—	—	—	—	—	—	—	—	60 45	"
Rehoboth, . . .	27 00	18 28	1,200 00	114 75	2,929 00	175 74	137 35	—	—	—	—	—	—	81 51	"
Seekonk, . . .	36 67	18 20	1,800 00	37 00	3,181 00	190 86	264 00	—	—	—	—	—	—	88 53	"
Somerset, . . .	35 50	16 70	1,500 00	—	—	—	—	—	—	—	—	—	—	70 20	"
Swansey, . . .	26 25	16 92	1,146 76	—	—	—	—	—	—	—	—	—	—	51 09	"
Taunton, . . .	46 55	22 52	17,000 00	—	7,500 00	600 00	—	—	—	—	—	—	—	118 95	Schools & Books.
Westport, . . .	26 45	14 50	2,000 00	250 00	—	—	284 18	—	—	—	—	—	—	578 56	Schools.
Totals, . . .	\$40 43	\$20 08	\$104,889 45	\$1,284 75	\$38,410 00	\$2,034 60	\$1,032 53	4	227	11,245 75	57	1231	\$11,177 00	\$3,603 89	

PLYMOUTH COUNTY.

TOWNS.	Population—United States Census, 1860.	Valuation—1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.		Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1861.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.	
				In Sum'r.	In Winter.	In Sum'r.	In Winter.	In Sum'r.	In Winter.			Summer.	Winter.	Summer.	Winter.	Summer.	Winter.
												Mos.	Days.	Mos.	Days.	Mos.	Days.
Abington, . .	8,527	\$3,279,465 00	27	1,846	1,575	1,434	1,309	129	117	1,755	4	26	4	25	184.15	27	211.15
Bridgewater, . .	8,761	1,878,831 00	16	688	662	528	526	23	64	650	4	13	8	9	70.15	50.15	121.10
Carver, . .	1,186	490,290 00	7	195	225	150	191	16	58	208	—	7	7	—	32.15	26.17	59.12
Duxbury, . .	2,597	1,076,386 00	12	500	488	391	396	47	49	467	1	11	2	10	57.05	44.17	102.02
E. Bridgewater, . .	3,207	1,327,734 00	14	766	693	566	524	72	119	633	3	11	4	8	67	38.15	105.15
Halifax, . .	766	321,449 00	5	140	163	117	125	13	38	152	—	5	3	2	13.16	18	31.16
Hanover, . .	1,565	821,527 00	8	290	297	236	212	5	80	306	—	8	3	5	36.10	35.10	72
Hanson, . .	1,245	541,567 00	9	265	279	214	226	23	33	242	1	8	3	5	24.08	28.03	52.11
Hingham, . .	4,351	2,481,366 00	13	712	676	536	512	59	20	752	3	11	4	10	71.19	71.10	143.09
Hull, . .	285	179,078 00	1	33	37	24	26	2	5	46	—	1	1	—	4	4	8
Kingston, . .	1,655	1,303,308 00	8	301	311	250	261	12	46	294	—	8	5	3	34.01	32.18	66.19
Lakeville, . .	1,160	572,242 00	11	214	245	173	183	12	29	205	—	10	4	7	29.05	36.10	65.15
Marion, . .	918	469,164 00	5	189	213	158	169	8	32	193	—	5	1	4	15	17.10	32.10
Mattapoisett, . .	1,870	729,709 00	10	371	394	297	313	17	77	398	—	9	3	7	38.13	40.04	78.17
Middleborough, . .	1,483	815,890 00	8	151	272	122	235	20	63	280	1	3	4	4	16	21.05	37.05
N. Bridgewater, . .	4,553	2,260,826 00	23	1,156	1,058	655	745	35	151	920	1	23	13	11	94	91.13	185.13
Pembroke, . .	6,584	2,173,965 00	21	1,156	1,058	951	785	40	84	1,271	6	15	10	11	63.05	57.15	121
Plymouth, . .	1,524	606,200 00	8	258	258	208	206	8	43	275	—	9	4	4	32	27.16	59.16
Plympton, . .	6,272	3,138,613 00	32	1,355	1,255	1,100	1,080	18	165	1,303	6	27	6	27	119.02	150.09	269.11
Rochester, . .	994	366,835 00	6	211	210	169	168	3	32	232	—	6	2	4	24.15	21.15	46.10
Seituate, . .	1,232	592,766 00	11	182	236	155	226	14	41	220	—	10	4	7	26.10	33.10	60
	2,227	944,524 00	11	434	438	348	356	20	71	433	1	12	3	8	62.15	33.05	96

South Scituate,	1,764	922,853 00	9	364	364	274	295	14	40	354	2	8	4	5	46	30.10	76.10
Wareham, . .	3,186	1,101,947 00	13	697	644	535	516	72	114	727	2	11	9	4	40.01	31.03	71.04
W. Bridgewater,	1,846	764,408 00	9	355	320	291	273	18	58	375	-	8	3	5	28	23.13	51.13
Totals, . .	64,758	\$29,160,937 00	297	12,541	12,317	9,882	9,858	700	1,579	12,691	35	265	114	185	4.03	3.07	7.10

PLYMOUTH COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount raised by taxes for Schools, including only the wages of Teachers, board, fuel and care of fires, for the school-year 1861-2.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. of Scholars in incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1861, according to No. children between 5 and 15 May 1, 1860.	How appropriated.
Abington, . . .	\$2 50	\$18 80	\$6,500 00	\$56 00	\$5,300 00	\$318 00	—	—	1	\$50 00	—	1	\$100 00	\$332 08	Schools.
Bridgewater, . .	33 00	20 40	3,000 00	405 00	1,000 00	70 00	—	—	1	—	—	1	—	128 90	"
Carver, . . .	31 07	14 79	1,000 00	245 50	20,200 00	1,212 00	—	—	1	—	—	1	—	41 73	"
Duxbury, . . .	27 33	20 75	2,000 00	—	—	—	—	—	1	87	120 00	5	83 87	94 18	"
E. Bridgewater, .	37 94	20 21	2,500 00	—	—	—	—	—	1	—	—	1	90 00	119 15	"
Halifax, . . .	31 00	17 97	700 00	—	—	—	—	—	1	—	—	1	600 00	33 54	"
Hanover, . . .	27 66	16 62	1,400 00	—	—	—	—	—	1	35	600 00	1	35 54	58 89	"
Hanson, . . .	25 32	17 00	1,000 00	—	—	—	—	—	1	—	—	1	—	48 94	"
Hingham, . . .	40 91	23 14	4,747 34	—	32,981 85	1,753 62	—	—	1	56	1,400 00	1	300 00	163 22	"
Hull, . . .	42 00	19 00	280 12	5 00	—	—	—	—	1	—	—	1	—	8 77	"
Kingston, . . .	38 00	23 12	2,000 00	—	—	—	—	—	1	—	—	1	600 00	57 92	* Schools.
Lakeville, . . .	24 25	16 80	1,200 00	41 00	—	—	—	—	1	—	—	3	155 00	39 59	"
Marion, . . .	23 00	19 11	600 00	—	—	—	—	—	1	—	—	1	—	37 05	"
Marshfield, . . .	31 11	18 17	1,575 00	—	—	—	—	—	1	—	—	3	73 71	73 71	"
Mattapoisett, . .	28 92	21 77	1,000 00	40 00	1,000 00	40 00	—	—	2	—	—	2	700 00	53 82	"
Middleborough, .	33 08	18 10	4,500 00	151 00	—	—	—	—	1	150	2,500 00	1	640 00	180 37	"
N. Bridgewater, .	37 06	22 11	3,500 00	—	295 50	17 73	—	—	2	—	—	2	900 00	246 29	"
Pembroke, . . .	26 75	16 56	1,000 00	22 00	—	—	146 00	—	1	—	—	1	—	50 31	"
Plymouth, . . .	52 33	22 25	10,000 00	—	—	—	—	—	1	—	—	3	540 00	249 21	"
Plympton, . . .	35 00	18 30	800 00	118 00	—	—	—	—	1	—	—	1	—	43 48	"
Rochester, . . .	25 00	18 00	1,100 00	45 00	—	—	—	—	1	—	—	2	800 00	44 66	"
Scituate, . . .	33 33	13 50	2,000 00	12 00	—	—	—	—	1	—	—	1	—	88 33	"

South Scituate, Wareham, . . W. Bridgewater,	29 28	19 38	1,700 00	21 00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	67 86	Schools. " "
	31 77	20 11	1,800 00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	141 96	
	39 33	19 05	1,400 00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	72 35	
Totals, . .	\$33 68	\$19 00	\$57,302 46	\$1,161 50	\$60,777 35	\$3,411 35	\$394 18	6	363	\$5,270 00	24	502	\$6,308 87	\$2,476 31						

* \$38 for Dictionaries, the remainder for Schools.

BARNSTABLE COUNTY.

TOWNS.	Population—United States Census, 1860.	Valuation—1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1861.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total.
											Males.	Females.	Males.	Females.			
Barnstable, . .	5,129	\$2,041,534 00	27	799	1,117	672	959	35	246	1,023	2	23	8	20	75	90.15	165.15
Brewster, . .	1,489	636,333 00	7	271	306	210	242	15	31	290	—	7	2	5	30.05	29	59.05
Chatham, . .	2,710	886,157 00	13	615	671	456	531	51	107	624	1	14	2	12	81	36.15	117.15
Dennis, . .	3,662	1,108,054 00	19	697	811	547	619	59	194	818	—	19	10	9	69.07	55.16	125.03
Eastham, . .	779	226,795 00	4	128	169	98	144	10	41	145	—	4	1	3	16	15.14	31.14
Falmouth, . .	2,456	1,323,308 00	18	454	527	361	462	24	159	463	—	18	11	7	68.05	56.12	124.17
Harwich, . .	3,423	841,833 00	19	818	877	510	669	71	178	837	—	19	15	5	95.08	50.13	146.01
Orleans, . .	1,678	457,914 00	9	341	439	256	360	3	113	348	1	8	4	5	40	36.10	76.10
Provincetown, .	3,206	1,263,695 00	8	591	697	473	599	—	151	660	—	14	4	11	44	24.10	68.10
Sandwich, . .	4,479	1,644,433 00	25	647	1,016	525	781	32	195	970	1	15	12	14	63.07	94.06	157.13
Truro, . .	1,583	381,429 00	11	309	459	254	408	18	122	381	—	8	6	5	33.08	36.06	69.14
Wellfleet, . .	2,322	617,596 00	15	381	588	255	494	9	168	543	—	12	9	7	60	49	109
Yarmouth, . .	2,752	1,162,120 00	9	515	524	423	420	9	74	532	3	8	4	8	38.05	40	78.05
Totals, . .	35,990	\$12,621,201 00	184	6,566	8,201	5,040	6,688	336	1,779	7,634	8	169	88	111	3.18	3.07	7.05
Marshpee, District,	. . . . .	. . . . .	2	43	54	34	42	—	10	64	—	2	1	1	4.05	4.03	8.08

BARNSTABLE COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount raised by taxes for Schools, including the wages of Teachers, board, fuel and care of fires, for the school-year 1861-2.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of property be appropriated to Schools.	Incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1861, according to No. children between 5 and 15 May 1, 1860.	How appropriated.
Barnstable, . .	\$45 87	\$22 05	\$5,000 00	-	-	-	-	-	-	15	\$2,376 00	\$305 53	Schools.
Brewster, . .	40 00	22 00	1,400 00	-	-	-	-	-	-	2	80 00	58 50	"
Chatham, . .	64 44	17 60	3,000 00	\$131 00	-	-	-	-	-	1	100 00	122 26	"
Dennis, . .	35 23	14 18	2,000 00	1,576 50	-	-	-	-	-	1	875 00	145 86	"
Eastham, . .	30 00	29 96	666 00	20 00	-	-	\$55 00	-	-	-	-	28 67	"
Falmouth, . .	32 68	15 78	2,000 00	568 71	\$10,000 00	\$255 48	321 61	27 \$600 00	2	40	30 00	105 10	"
Harwich, . .	26 57	14 21	2,500 00	150 00	-	-	-	700 00	1	30	350 00	162 24	"
Orleans, . .	35 00	18 00	1,800 00	-	-	-	-	-	-	-	-	66 89	"
Provincetown, .	48 75	16 85	3,000 00	-	-	-	-	-	2	50	200 00	128 50	"
Sandwich, . .	33 46	18 40	4,000 00	102 50	-	-	-	105 00	3	70	550 00	187 98	"
Truro, . .	42 00	14 45	1,500 00	-	-	-	-	275 00	1	50	-	80 34	"
Wellfleet, . .	40 00	18 00	1,745 50	555 00	-	-	\$100 00	-	1	25	500 00	104 52	"
Yarmouth, . .	52 86	24 80	2,500 00	-	16,397 00	1,130 00	-	-	-	-	-	104 52	"
Totals, . .	\$40 53	\$18 94	\$31,111 50	\$3,103 71	\$26,397 00	\$1,385 48	\$476 61	107 \$1,680 00	4	1155	\$5,061 00	\$1,500 91	
Marshpee, Dis.,	\$31 80	\$24 86	\$108 70	-	-	-	\$60 00	-	-	-	-	-	

DUKES COUNTY.

TOWNS.	Population—United States Census, 1860.	Valuation—1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.		Persons over 15 years of age who attend School.		Persons between 5 and 15 years of age May 1, 1861.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Summer.	In Winter.	In Summer.	In Winter.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Total.	Summer.	Winter.	Total.
Chilmark, . .	654	\$598,863 00	3	99	139	75	131	5	36	143	1	2	3	1	9	9	21.05	9	18
Edgartown, . .	2,118	1,369,721 00	9	356	369	324	302	3	79	372	2	9	3	8	27	33.15	27	55	55
Tisbury, . . .	1,631	939,610 00	9	396	406	366	379	5	30	407	5	6	5	6	27	27	27	54	54
Totals, . .	4,403	\$2,908,194 00	21	851	914	765	812	13	145	922	8	17	11	15	2.15	3.06	2.15	3.06	6.01

NANTUCKET COUNTY.

TOWNS.	Population—United States Census, 1860.	Valuation—1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.		Persons over 15 years of age who attend School.		Persons between 5 and 15 years of age May 1, 1861.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Summer.	In Winter.	In Summer.	In Winter.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Total.	Summer.	Winter.	Total.
Nantucket, . .	6,094	\$3,875,598 00	12	1,028	937	902	897	31	161	1,031	3	22	3	20	60.05	55	60.05	55	115.05
															5	4.12	5	4.12	9.12

DUKES COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount raised by taxes for Schools, including only the wages of Teachers, board, fuel and care of fires, for the school-year 1861-2.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Amt of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. of Scholars in incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1861, according to No. children between 5 and 15 May 1, 1860.	How appropriated.
	\$	\$	\$											\$	Schools.
Chilmark, . .	38 75	15 33	\$710 68	1	1	1	1	1	1	—	1	45	\$45 00	\$25 93	“
Edgartown, .	37 00	17 20	2,000 00	1	1	1	1	1	—	—	6	121	260 00	71 18	“
Tisbury, . .	44 00	18 00	2,000 00	1	1	1	1	1	40	\$350 00	4	200	300 00	76 83	“
Totals, . .	\$39 92	\$16 84	\$4,710 68	1	1	1	1	1	40	\$350 00	11	366	\$605 00	\$173 94	

NANTUCKET COUNTY—CONTINUED.

Nantucket, . .	\$72 72	\$19 00	\$8,691 64	-	\$20,000 00	\$1,250 00	-	1	33	\$198 00	5	50	\$300 00	\$203 78	Schools.
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R E C A P I T U L A T I O N .

COUNTIES.	Population—United States Census, 1860.	Valuation—1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1861.	No. of Teachers, including Summer and Winter Terms.		Average length of Schools.	Average wages of Male Teachers per month, including the value of board.
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.		
Suffolk, . . .	192,678	\$320,000,000 00	324	29,472	29,660	26,385	26,735	759	1,917	34,596	120	1,046	10.19	\$93 05
Essex, . . .	165,611	84,637,837 00	486	27,821	27,250	21,883	21,394	776	2,717	31,606	218	959	9.04	50 63
Middlesex, . .	216,352	135,458,009 00	679	43,725	42,105	32,272	32,153	1,499	4,290	39,506	306	1,418	9.00	55 80
Worcester, . .	159,650	75,412,160 00	733	30,283	31,837	23,691	25,413	1,833	4,855	30,657	320	1,216	6.15	36 76
Hampshire, . .	37,922	17,737,649 00	255	6,761	7,115	5,283	5,932	287	1,044	7,196	100	404	6.11	28 31
Hampden, . .	57,366	26,252,663 00	282	10,102	10,351	7,377	8,108	348	1,313	10,498	95	509	7.15	32 25
Franklin, . .	31,434	12,448,961 00	267	5,918	7,011	4,819	5,885	323	1,332	6,696	83	439	6.01	27 30
Berkshire, . .	55,120	24,186,962 00	303	9,913	10,328	6,938	7,153	670	1,342	11,242	137	460	7.08	25 80
Norfolk, . . .	109,950	86,800,899 00	420	21,132	20,855	17,075	17,203	638	1,696	21,706	169	775	9.03	58 10
Bristol, . . .	93,794	66,294,256 00	340	17,062	18,384	13,078	14,087	551	2,320	18,207	161	709	7.10	40 43
Plymouth, . .	64,758	29,160,937 00	297	12,541	12,317	9,882	9,858	700	1,579	12,691	149	450	7.10	33 68
Barnstable,* . .	35,990	12,621,201 00	186	6,009	8,255	5,074	6,730	336	1,789	7,698	97	283	7.05	40 53
Dukes, . . .	4,403	2,908,194 00	21	851	914	765	812	13	145	922	19	32	6.01	39 92
Nantucket, . .	6,094	3,875,598 00	12	1,028	937	902	897	31	161	1,031	6	42	9.12	72 72
Totals, . . .	1,231,022	\$897,795,326 00	4,605	223,218	227,319	175,424	182,360	8,764	26,500	234,252	1,980	8,742	8.01	\$45 38

* Including Marshpee District.

RECAPITULATION—CONTINUED.

COUNTIES.	Average Wages of Female Teachers, per month, including the value of board.	Amount raised by taxes for Schools, including fuel and care of fires, 1861-2.	Amount of board, fuel, &c. voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. of Scholars in Incorporated Academies.	Aggregate paid for Tuition in Incorporated Academies.	Unincorporated Academies.	Average No. Scholars in unincorporated Academies and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1861, according to No. children between 5 and 15 May 1, 1860.
Suffolk, . . .	\$28 58	\$359,410 12	-	\$6,250 00	\$367 00	\$1,284 12	-	1	438	60	1,810	\$147,465 00	\$6,853 47
Essex, . . .	19 98	172,908 47	\$9 50	203,206 15	11,634 17	-	8	8	438	91	3,479	21,487 70	5,973 44
Middlesex, . .	21 50	295,650 21	218 79	136,437 40	7,623 03	-	6	6	368	71	1,653	36,405 12	7,479 42
Worcester, . .	19 19	147,508 10	1,172 18	60,808 22	3,595 79	860 63	6	6	247	79	1,920	11,924 50	5,970 31
Hampshire, . .	16 16	31,540 00	4,206 30	35,155 54	2,367 34	425 59	5	5	452	22	454	5,357 00	1,359 03
Hampden, . .	16 62	52,740 00	4,636 25	68,362 22	4,183 30	1,175 23	3	3	611	25	505	4,043 00	1,916 17
Franklin, . .	15 80	25,423 86	5,065 26	29,753 96	1,728 52	436 86	4	4	132	36	773	6,628 00	1,276 66
Berkshire, . .	15 61	34,568 48	8,977 89	14,970 33	914 71	834 74	7	7	247	49	877	24,665 00	2,221 41
Norfolk, . . .	23 62	173,937 46	314 25	172,733 66	9,764 24	1,071 48	2	2	54	61	1,400	26,032 12	4,025 76
Bristol, . . .	20 08	104,889 45	1,284 75	38,410 00	2,034 60	1,032 53	4	4	227	57	1,231	11,177 00	3,603 89
Plymouth, . .	19 00	57,302 46	1,161 50	60,777 35	3,411 35	894 18	6	6	363	24	502	6,308 87	2,476 31
Barnstable,* .	18 94	31,220 20	3,103 71	26,397 00	1,385 48	476 61	4	4	107	27	1,155	5,061 00	1,500 91
Dukes, . . .	16 84	4,710 68	-	-	-	-	1	1	40	11	366	605 00	173 94
Nantucket, . .	19 00	8,691 64	-	20,000 00	1,250 00	-	1	1	33	5	50	300 00	203 78
Totals, . . .	\$19 35	\$1,500,501 13	\$30,150 38	\$873,261 83	\$50,259 53	\$7,991 97	57	3,319	\$68,131 98	618	16,175	\$307,459 31	\$45,034 50

* Including Marshpee District.

GRADUATED TABLES—FIRST SERIES.

The following Table shows the sums appropriated by the several cities and towns in the State, for the education of each child between 5 and 15 years of age. The income of the Surplus Revenue and of other funds held in a similar way, when appropriated to schools, is added to the sum raised by taxes, and these sums constitute the amount reckoned as appropriations. The income of such School Funds as were given and are held on the express condition that their income shall be appropriated to schools, is not included. Such an appropriation of their income, being necessary to retaining the funds, is no evidence of the liberality of those holding the trust. But if a town appropriates the income of any Fund to its Public Schools which may be so appropriated or not, at the option of the voters, or when the town has a legal right to use such income in defraying its ordinary expenses, then such an appropriation is as really a contribution to Common Schools as an equal sum raised by taxes. On this account the Surplus Revenue, and sometimes other funds, are to be distinguished from Local School Funds, as generally held. The income of the one *may* be appropriated to schools or not, at the pleasure of the town; the income of the other *must* be appropriated to schools by the condition of the donation. Funds of the latter kind are usually donations made to furnish means of education in addition to those provided by a reasonable taxation. Committees are expected, in their annual returns, to make this distinction in relation to School Funds.

Voluntary contributions are not included in the amount which is divided, in order to ascertain the sum appropriated to each child. In many towns such contributions, however liberal, are not permanent, and cannot be relied upon as a stated provision. They are often raised and applied to favor particular districts or schools, or classes of scholars, and not to benefit equally all that attend the Public Schools. Besides, the value of board and fuel gratuitously furnished is determined by the mere estimate of individuals, and is therefore uncertain; while the amount raised by taxes, being in money, has a fixed and definite value, and is a matter of record. Still, the contributions voluntarily made are exhibited in a separate column of the Table, as necessary to a complete statement of the provision made by the towns for the education of their children.

The Table exhibits the rank of each city or town in the State, in respect to its liberality in the appropriation of money to its schools, as compared with other cities and towns for the year 1861-2, also, its rank in a similar scale for 1860-61. It presents the sum appropriated to each child between 5 and 15. Brookline again stands first on the list.

GRADUATED TABLES—FIRST SERIES.

*Table, showing the comparative amount of Money appropriated by the different Towns in the State, for the education of each Child in the Town, between the ages of 5 and 15 years.**

For 1860-61.	For 1861-2.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	BROOKLINE, .	\$18 26.9	\$15,272 75	-	-	836	-
2	2	Nahant, . . .	16 04.9	1,300 00	-	-	81	-
3	3	Belmont, . .	15 00	3,000 00	-	-	200	-
5	4	W. Roxbury, .	13 20.9	12,826 19	-	-	971	-
4	5	Dorchester, .	12 39.7	24,100 00	-	-	1,944	-
10	6	Dedham, . .	10 91.8	12,545 00	-	-	1,149	-
15	7	Boston, . . .	10 48.6	332,185 12	-	-	31678	-
11	8	Charlestown, .	10 05.3	45,200 00	-	-	4,496	-
6	9	Somerville, . .	9 85.6	15,425 00	-	-	1,565	-
18	10	Milton, . . .	9 64.9	5,500 00	-	-	570	-
17	11	Newton, . . .	9 45.2	15,000 00	-	-	1,587	-
14	12	New Bedford, .	9 43	35,219 19	-	-	3,735	-
7	13	Chelsea, . . .	9 40.5	25,000 00	-	-	2,658	-
21	14	Winchester, .	9 11.5	3,500 00	-	-	384	-
16	15	Brighton, . .	9 09.6	6,539 93	-	-	719	-
12	16	Roxbury, . . .	9 06.9	48,507 52	-	-	5,349	-
8	17	N. Chelsea, . .	8 97.4	1,400 00	-	-	156	-
9	18	Lexington, . .	8 80.8	3,400 00	-	-	386	-
13	19	Nantucket, . .	8 43	8,691 64	-	-	1,031	-
26	20	Malden, . . .	8 34.1	9,500 00	-	-	1,139	-
24	21	Cambridge, . .	8 12.9	42,281 76	-	-	5,201	-
30	22	Fairhaven, . .	7 99.3	4,500 00	-	-	563	-
59	23	Tyngsboro', . .	7 96.5	900 00	-	-	113	\$7 00
19	24	Winthrop, . .	7 93.2	825 00	-	-	104	-
25	25	Medford, . . .	7 90.8	8,050 00	-	-	1,018	-
51	26	Worcester, . .	7 90	34,000 00	-	-	4,304	-
22	27	Lowell, . . .	7 87.8	45,000 00	-	-	5,712	-
29	28	Watertown, . .	7 79.8	5,350 00	-	-	686	-
28	29	Plymouth, . .	7 67.5	10,000 00	-	-	1,303	-
20	30	Swampscott, . .	7 66.7	2,300 00	-	-	300	-
23	31	Lincoln, . . .	7 46.3	1,000 00	-	-	134	-
46	32	Concord, . . .	7 38.3	3,300 00	-	-	447	-
33	33	Framingham, .	7 30.6	5,750 00	-	-	787	-

* Compare the rank of towns in this Table with their rank in the next or Second Series of Tables, showing the percentage of taxable property appropriated for Schools.

For 1860-61.	For 1861-2.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
52	34	Walpole, . .	\$7 27.3	\$2,400 00	-	-	330	-
40	35	South Reading,	7 26.4	4,300 00	-	-	592	-
45	36	Melrose, . . .	7 25.5	3,446 25	-	-	475	-
32	37	Chicopee, . .	7 24.4	8,450 00	\$597 40	\$9,047 40	1,249	-
69	38	Bedford, . . .	7 14.3	1,100 00	-	-	154	-
34	39	Weston, . . .	6 98.2	1,585 00	-	-	227	-
41	40	Waltham, . .	6 92.1	7,800 00	-	-	1,127	-
36	41	South Danvers,	6 91.2	8,795 75	335 17	9,130 92	1,321	-
37	42	Littleton, . .	6 80.6	1,300 00	-	-	191	-
47	43	Kingston, . .	6 80.3	2,000 00	-	-	294	-
43	44	Danvers, . . .	6 75.4	6,400 00	300 00	6,700 00	992	-
31	45	Springfield, .	6 74	18,000 00	117 00	18,117 00	2,688	-
44	46	W. Cambridge,	6 72.7	3,282 82	-	-	488	-
50	47	Harvard, . . .	6 64.2	1,800 00	-	-	271	-
58	48	Groton, . . .	6 60.9	3,800 00	-	-	575	-
57	49	Granby, . . .	6 57.9	1,000 00	-	-	152	-
77	50	Greenwich, . .	6 54.2	700 00	-	-	107	-
49	51	Lawrence, . .	6 54.2	21,000 00	-	-	3,210	-
106	52	Beverly, . . .	6 48.2	7,500 00	-	-	1,157	-
84	53	Whately, . . .	6 46.1	1,000 00	150 00	1,150 00	178	\$84 00
39	54	Dunstable, . .	6 45.1	400 00	-	-	62	-
66	55	Lynnfield, . .	6 42.9	900 00	-	-	140	-
38	56	Acushnet, . .	6 41	2,000 00	-	-	312	-
105	57	Essex, . . .	6 36	1,800 00	-	-	283	-
55	58	Quincy, . . .	6 33.8	9,000 00	-	-	1,420	-
76	59	Hingham, . .	6 31.3	4,747 34	-	-	752	-
48	60	Longmeadow, .	6 27.4	1,650 00	-	-	263	86 25
61	61	Haverhill, . .	6 12.5	9,500 00	521 18	10,021 18	1,636	-
68	62	Southboro', .	6 11.6	2,000 00	-	-	327	43 98
42	63	Hull, . . .	6 09	280 12	-	-	46	5 00
60	64	Tewksbury, . .	6 03.4	1,400 00	-	-	232	20 00
124	65	Westfield, . .	5 94	5,500 00	-	-	926	510 00
56	66	South Hadley, .	5 93.8	2,500 00	-	-	421	50 00
320	67	Amherst, . . .	5 92.6	3,200 00	-	-	540	-
54	68	Salem, . . .	5 91.3	22,947 98	-	-	3,881	-
53	69	Stoneham, . .	5 87.1	3,100 00	-	-	528	-
65	70	Lakeville, . .	5 85.4	1,200 00	-	-	205	41 00
62	71	Greenfield, . .	5 81.6	3,600 00	-	-	619	1,131 00
75	72	Boxboro', . .	5 81.4	500 00	-	-	86	30 00
101	73	Gloucester, . .	5 80	13,050 00	-	-	2,250	-
97	74	Carlisle, . . .	5 78.7	625 00	-	-	108	-
80	75	Weymouth, . .	5 77.7	8,500 00	252 00	8,752 00	1,515	-
67	76	Wayland, . . .	5 76.8	1,390 00	-	-	241	72 54
81	77	Fitchburg, . .	5 74.3	7,500 00	-	-	1,306	100 00
104	78	Upton, . . .	5 74	1,900 00	-	-	331	-
82	79	Uxbridge, . . .	5 67.4	2,600 00	220 00	2,820 00	497	-
135	80	Taunton, . . .	5 66.7	17,000 00	-	-	3,000	-
89	81	Saugus, . . .	5 65	2,390 10	-	-	423	-
63	82	Clinton, . . .	5 63.1	4,256 92	-	-	756	-

SCHOOL RETURNS.

xlv

For 1860-61.	For 1861-2.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
27	83	Lynn, . . .	\$5 63	\$21,794 70	-	-	3,871	-
90	84	Leicester, . .	5 55.6	2,900 00	-	-	522	-
86	85	Cohasset, . .	5 54.1	2,100 00	-	-	379	-
143	86	Dracut, . . .	5 53.3	1,610 11	-	-	291	-
108	87	Foxboro', . .	5 47.5	2,500 00	\$94 96	\$2,594 96	474	-
71	88	Woburn, . . .	5 46.9	7,323 34	-	-	1,339	-
122	89	Sharon, . . .	5 46.2	1,311 00	120 00	1,431 00	262	-
119	90	Northboro', .	5 43.9	1,300 00	-	-	239	-
107	91	Lunenburg, . .	5 40.5	1,200 00	-	-	222	\$25 00
129	92	Needham, . .	5 39	2,900 00	-	-	538	-
74	93	Barre,	5 38.8	2,850 00	-	-	529	-
91	94	Edgartown, . .	5 37.6	2,000 00	-	-	372	-
92	95	Deerfield, . .	5 36.1	3,489 86	-	-	651	348 79
170	96	Paxton,	5 34.4	700 00	-	-	131	-
112	97	Holliston, . .	5 31.6	3,450 00	-	-	649	-
94	98	Hatfield, . . .	5 30.9	1,290 00	-	-	243	140 00
157	99	Dover,	5 28.7	800 00	30 03	830 03	157	-
70	100	Sherborn, . . .	5 28.6	1,200 00	-	-	227	39 25
93	101	Methuen, . . .	5 28.5	2,500 00	-	-	473	-
35	102	Lancaster, . .	5 26.3	2,000 00	-	-	380	-
154	103	Ashland, . . .	5 26.2	1,447 00	-	-	275	-
245	104	Shirley,	5 20	1,300 00	-	-	250	-
64	105	Marblehead, . .	5 19.7	7,500 00	-	-	1,443	-
85	106	Burlington, . .	5 19	545 00	-	-	105	-
118	107	Fall River, . .	5 17.6	16,000 00	-	-	3,091	-
127	108	Natick,	5 17.6	4,400 00	-	-	850	-
88	109	Orleans, . . .	5 17.2	1,800 00	-	-	348	-
194	110	N. Braintree, .	5 16.7	800 00	37 05	837 05	162	-
99	111	Georgetown, . .	5 05	2,000 00	-	-	396	-
114	112	Hamilton, . . .	5 03.1	800 00	-	-	159	-
184	113	Falmouth, . . .	5 01.4	2,000 00	321 61	2,321 61	463	568 71
79	114	Ipswich,	5 00.8	3,100 00	-	-	619	-
83	115	Bradford, . . .	5 00	1,500 00	-	-	300	-
168	116	Sudbury, . . .	5 00	1,450 00	-	-	290	-
178	117	Westford, . . .	5 00	1,400 00	-	-	280	-
137	118	Wrentham, . .	4 99.5	2,975 00	341 86	3,316 86	664	-
110	119	Ashby,	4 97.5	1,000 00	-	-	201	-
163	120	Eastham, . . .	4 97.2	666 00	55 00	721 00	145	20 00
98	121	Chilmark, . . .	4 97	710 68	-	-	143	-
201	122	Wilbraham, . .	4 97	2,000 00	82 53	2,082 53	419	339 75
113	123	Tisbury,	4 91.4	2,000 00	-	-	407	-
125	124	Middleboro', .	4 89.1	4,500 00	-	-	920	151 00
132	125	Barnstable, . .	4 88.8	5,000 00	-	-	1,023	-
72	126	Northampton, .	4 87.6	6,500 00	-	-	1,333	-
130	127	Newburyport, .	4 86.3	13,036 60	-	-	2,681	-
191	128	Medfield, . . .	4 84.8	800 00	-	-	165	-
256	129	Pepperell, . . .	4 83.9	1,500 00	-	-	310	-
103	130	N. Andover, . .	4 83.2	2,300 00	-	-	476	-
213	131	Berkley,	4 83.1	1,000 00	-	-	207	-

For 1860-61.	For 1861-2.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
214	132	Brewster, . .	\$4 82.8	\$1,400 00	-	-	290	-
150	133	Bellingham, . .	4 82.2	1,200 00	\$140 63	\$1,340 63	278	-
144	134	Duxbury, . .	4 81.4	2,000 00	248 18	2,248 18	467	-
139	135	Carver, . . .	4 80.8	1,000 00	-	-	208	\$245 50
131	136	Chatham, . . .	4 80.8	3,000 00	-	-	624	131 00
123	137	South Scituate,	4 80.2	1,700 00	-	-	354	21 00
126	138	Templeton, . .	4 79	2,400 00	-	-	501	-
186	139	Sterling, . . .	4 78.9	1,700 00	-	-	355	30 00
179	140	Chelmsford, . .	4 78.5	2,000 00	-	-	418	15 00
151	141	Marlboro', . .	4 78.3	5,400 00	-	-	1,129	-
100	142	Rochester, . .	4 78.3	1,100 00	-	-	230	45 00
128	143	Randolph, . .	4 75.9	6,000 00	92 00	6,092 00	1,280	250 00
159	144	Bolton, . . .	4 72.7	1,300 00	-	-	275	-
117	145	Braintree, . .	4 72.2	3,400 00	-	-	720	-
141	146	Yarmouth, . .	4 69.9	2,500 00	-	-	532	-
195	147	Raynham, . . .	4 67.1	1,350 00	-	-	289	-
116	148	Canton, . . .	4 65.8	3,200 00	-	-	687	-
102	149	Holyoke, . . .	4 65.1	4,000 00	-	-	860	-
147	150	Wilmington, .	4 63	750 00	-	-	162	-
145	151	Hardwick, . .	4 62.9	1,500 00	-	-	324	121 00
185	152	Stow, . . .	4 62.9	1,500 00	-	-	324	-
120	153	Leominster, . .	4 62.7	3,169 76	-	-	685	-
173	154	Scituate, . . .	4 61.9	2,000 00	-	-	433	12 00
158	155	Bridgewater, .	4 61.5	3,000 00	-	-	650	405 00
78	156	Rutland, . . .	4 60.8	1,000 00	-	-	217	-
208	157	Halifax, . . .	4 60.5	700 00	-	-	152	-
156	158	Plainfield, . .	4 59.2	450 00	-	-	98	318 00
172	159	N. Reading, . .	4 58.1	1,049 00	-	-	229	-
165	160	Hanover, . . .	4 57.5	1,400 00	-	-	306	-
160	161	Grafton, . . .	4 57.1	4,000 00	-	-	875	-
142	162	Billerica, . . .	4 56.9	1,800 00	-	-	394	-
149	163	Enfield, . . .	4 56.6	1,000 00	-	-	219	-
197	164	Ware, . . .	4 55.8	3,300 00	-	-	724	-
181	165	Seekonk, . . .	4 55.6	1,800 00	264 00	2,064 00	453	37 00
311	166	Gt. Barrington,	4 55.2	3,000 00	-	-	659	-
171	167	Dartmouth, . .	4 55.1	3,500 00	-	-	769	160 00
155	168	Provincetown, .	4 54.5	3,000 00	-	-	660	-
207	169	Princeton, . . .	4 52.8	1,200 00	-	-	265	35 00
121	170	Attleboro', . .	4 52.2	5,000 00	237 00	5,237 00	1,158	-
189	171	Brimfield, . . .	4 51.1	1,200 00	-	-	266	42 00
109	172	Hadley, . . .	4 50.7	1,600 00	-	-	355	-
227	173	Auburn, . . .	4 49.4	800 00	-	-	178	-
190	174	Boxford, . . .	4 49.4	900 00	61 77	961 77	214	-
87	175	Reading, . . .	4 45.6	2,500 00	-	-	561	-
176	176	Stoughton, . .	4 43.8	4,500 00	-	-	1,014	-
133	177	Erving, . . .	4 43.5	500 00	45 51	545 51	123	15 00
196	178	Millbury, . . .	4 42.8	3,100 00	-	-	700	36 00
167	179	Middleton, . .	4 41.2	900 00	-	-	204	-
174	180	Winchendon, .	4 40	2,200 00	-	-	500	-

SCHOOL RETURNS.

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For 1860-61.	For 1861-2.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
136	181	Hopkinton, . .	\$4 39.7	\$3,500 00	-	-	796	-
175	182	Freetown, . .	4 38.6	1,500 00	-	-	342	-
281	183	Prescott, . .	4 38.6	500 00	-	-	114	\$83 50
198	184	Webster, . .	4 37.1	2,500 00	-	-	572	-
222	185	Petersham, . .	4 34.8	1,200 00	-	-	276	-
193	186	Phillipston, . .	4 34.8	700 00	-	-	161	35 00
152	187	Manchester, . .	4 33.1	1,650 00	-	-	381	-
188	188	Hubbardston, . .	4 32.9	1,528 00	-	-	353	50 00
148	189	Acton, . . .	4 32.6	1,700 00	-	-	393	-
96	190	Swansey, . .	4 31.1	1,146 76	-	-	266	-
217	191	Milford, . . .	4 29.9	8,500 00	-	-	1,977	-
232	192	Townsend, . .	4 29	1,600 00	-	-	373	35 00
225	193	Holden, . . .	4 28.7	1,603 42	-	-	374	-
268	194	Pittsfield, . .	4 28.2	6,800 00	-	-	1,588	100 00
169	195	Athol, . . .	4 27.8	2,400 00	-	-	561	60 00
138	196	Amesbury, . .	4 27.4	3,000 00	-	-	702	-
223	197	Goshen, . . .	4 26.8	350 00	-	-	82	550 00
252	198	Charlton, . .	4 26.1	1,700 00	-	-	399	32 00
199	199	Heath, . . .	4 25.5	600 00	-	-	141	-
164	200	Spencer, . .	4 24.8	2,600 00	-	-	612	-
187	201	Mendon, . .	4 20.5	1,000 00	\$127 09	\$1,127 09	268	-
204	202	Westhampton, .	4 20.1	500 00	-	-	119	213 80
226	203	Gill,	4 16.7	600 00	-	-	144	248 00
161	204	Pembroke, . .	4 16.7	1,000 00	146 00	1,146 00	275	22 00
211	205	Cummington, .	4 15	600 00	188 53	788 53	190	358 00
200	206	Sunderland, . .	4 14.6	850 00	-	-	205	-
216	207	Hanson, . . .	4 13.2	1,000 00	-	-	242	-
202	208	Sandwich, . .	4 12.4	4,000 00	-	-	970	102 50
95	209	Westboro', . .	4 11.2	2,200 00	-	-	535	-
205	210	Pawtucket, . .	4 10.8	3,500 00	-	-	852	-
250	211	Monterey, . .	4 08.9	550 00	104 29	654 29	160	385 50
243	212	Agawam, . .	4 08.2	1,200 00	-	-	294	300 00
219	213	Oakham, . . .	4 07	700 00	-	-	172	48 45
146	214	Hawley, . . .	4 06.5	500 00	-	-	123	147 00
212	215	Newbury, . .	4 06.4	1,150 00	-	-	283	9 50
224	216	Somerset, . .	4 04.3	1,500 00	-	-	371	-
162	217	Andover, . .	4 03.2	3,500 00	-	-	868	-
192	218	Chesterfield, .	4 02.3	700 00	-	-	174	420 00
257	219	Northbridge, .	4 02.2	2,200 00	-	-	547	-
260	220	Easton, . . .	4 01.3	2,500 00	-	-	623	632 00
177	221	New Salem, .	4 00	1,000 00	-	-	250	18 00
153	222	Oxford, . . .	4 00	2,500 00	-	-	625	72 00
275	223	N. Marlborough,	3 99.9	1,200 00	327 47	1,527 47	382	475 50
270	224	Wales, . . .	3 95.8	475 00	-	-	120	60 00
246	225	Marshfield, . .	3 95.7	1,575 00	-	-	398	-
206	226	E. Bridgewater,	3 94.9	2,500 00	-	-	633	-
182	227	Warwick, . .	3 94.1	800 00	-	-	203	-
272	228	Westminster, .	3 94.1	1,600 00	-	-	406	-
253	229	Truro, . . .	3 93.7	1,500 00	-	-	381	-

For 1860-61.	For 1861-2.	TOWNS.	Sum appropriated to each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
312 230		Rowley, . . .	\$3 90.6	\$1,000 00	-	-	256	-
180 231		Sutton, . . .	3 89.9	2,000 00	-	-	513	\$15 00
231 232		Monson, . . .	3 87.9	1,800 00	-	-	464	401 00
238 233		Tyringham, . .	3 84.6	600 00	-	-	156	150 00
115 234		N. Brookfield, .	3 82.4	2,000 00	-	-	523	-
249 235		Wendell, . . .	3 81.7	500 00	-	-	131	22 90
239 236		Westport, . . .	3 80.7	2,000 00	\$284 18	\$2,284 18	600	250 00
220 237		Norton, . . .	3 77.8	1,500 00	-	-	397	-
244 238		Montague, . . .	3 76.6	1,200 00	163 35	1,363 35	362	190 00
251 239		Egremont, . . .	3 76.3	700 00	-	-	186	448 00
111 240		Shrewsbury, . .	3 75	1,200 00	-	-	320	-
248 241		Ashburnham, . .	3 74.4	1,700 00	-	-	454	68 75
247 242		Dighton, . . .	3 74.3	1,200 00	110 00	1,310 00	350	76 00
218 243		W. Brookfield, .	3 74.1	1,100 00	-	-	294	15 00
237 244		W. Bridgewater, .	3 73.3	1,400 00	-	-	375	-
203 245		Abington, . . .	3 70.4	6,500 00	-	-	1,755	56 00
261 246		Wenham, . . .	3 70.4	800 00	-	-	216	-
235 247		Franklin, . . .	3 67.8	1,600 00	-	-	435	24 25
271 248		Brookfield, . . .	3 67.6	1,500 00	-	-	408	-
287 249		Shelburne, . . .	3 67.6	1,000 00	-	-	272	280 00
228 250		Belchertown, . .	3 67	2,000 00	-	-	545	38 00
236 251		Sandisfield, . . .	3 65	1,000 00	128 00	1,128 00	309	738 00
166 252		Ashfield, . . .	3 63.6	1,000 00	-	-	275	280 00
285 253		Huntington, . . .	3 62.9	900 00	-	-	248	110 00
305 254		Blackstone, . . .	3 62.1	3,000 00	476 49	3,476 49	960	300 00
279 255		Berlin, . . .	3 60.8	700 00	-	-	194	-
254 256		Orange, . . .	3 60.4	1,200 00	-	-	333	-
258 257		Plympton, . . .	3 60.4	800 00	-	-	222	118 00
240 258		Northfield, . . .	3 57.6	1,200 00	66 00	1,266 00	354	-
255 259		Mattapoisett, . .	3 57.1	1,000 00	-	-	280	40 00
266 260		Boylston, . . .	3 55	600 00	-	-	169	33 00
303 261		Ludlow, . . .	3 54.3	900 00	-	-	254	375 00
210 262		Montgomery, . .	3 52.9	300 00	-	-	85	228 00
295 263		Shutesbury, . . .	3 52.9	600 00	-	-	170	90 00
140 264		Medway, . . .	3 51.5	2,000 00	-	-	569	40 00
73 265		Warren, . . .	3 50.9	1,200 00	-	-	342	-
265 266		Mansfield, . . .	3 50	1,473 50	-	-	421	15 00
269 267		W. Newbury, . .	3 48.8	1,500 00	-	-	430	-
* 268		Tolland, . . .	3 47.8	400 00	-	-	115	-
318 269		W. Boylston, . .	3 43	1,900 00	-	-	554	-
276 270		Sturbridge, . . .	3 42.5	1,500 00	-	-	438	-
183 271		Wellfleet, . . .	3 39.9	1,745 50	100 00	1,845 50	543	555 00
278 272		Salisbury, . . .	3 38.8	2,500 00	-	-	738	-
282 273		Otis, . . .	3 33.3	600 00	-	-	180	323 25
264 274		Groveland, . . .	3 32	886 40	-	-	267	-
273 275		Conway, . . .	3 31.6	1,250 00	-	-	377	465 50
259 276		Dalton, . . .	3 30.6	800 00	-	-	242	188 37
262 277		Palmer, . . .	3 29.8	2,800 00	-	-	849	118 00
241 278		Easthampton, . .	3 28.9	1,250 00	-	-	380	-

* No returns last year.

SCHOOL RETURNS.

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For 1869-61.	For 1861-2.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
291 279		Dudley, . . .	\$3 27.9	\$1,200 00	-	-	366	-
221 280		Rehoboth, . .	3 27.8	1,200 00	\$137 35	\$1,337 35	408	\$114 75
304 281		Peru,	3 24.5	305 00	-	-	94	136 00
298 282		Pelham, . . .	3 22.6	500 00	-	-	155	26 00
233 283		Middlefield, .	3 22.4	400 00	90 08	490 08	152	193 00
263 284		Southbridge, .	3 17.3	2,900 00	-	-	914	52 00
284 285		Topsfield, . .	3 15	800 00	-	-	254	-
325 286		Hinsdale, . .	3 14.8	850 00	-	-	270	493 00
289 287		Marion, . . .	3 10.9	600 00	-	-	193	-
293 288		Southampton, .	3 09.7	700 00	-	-	226	118 00
300 289		Stockbridge, .	3 07.7	1,200 00	-	-	390	74 00
280 290		Dana,	3 04.6	600 00	-	-	197	-
292 291		W. Springfield,	3 03.8	1,200 00	-	-	395	25 00
277 292		Alford,	3 03	400 00	-	-	132	14 00
306 293		Rowe,	3 03	500 00	-	-	165	130 00
301 294		Lanesboro', . .	3 00.6	800 00	47 62	847 62	282	300 00
310 295		Douglas, . . .	3 00	1,500 00	-	-	500	-
299 296		Harwich, . . .	2 98.7	2,500 00	-	-	837	150 00
215 297		Worthington, .	2 94.1	600 00	146 98	746 98	254	725 00
315 298		Chester, . . .	2 92	800 00	-	-	274	715 00
309 299		Cheshire, . . .	2 89	1,000 00	-	-	346	170 00
267 300		Russell, . . .	2 87.8	400 00	-	-	139	111 75
329 301		Hancock, . . .	2 85.7	500 00	-	-	175	530 00
297 302		Adams,	2 84.3	3,866 50	-	-	1,360	240 00
294 303		Granville, . . .	2 82.4	600 00	185 00	785 00	278	330 00
242 304		Rockport, . . .	2 81.4	1,906 94	66 00	1,972 94	701	-
234 305		Leyden,	2 81.3	450 00	-	-	160	363 00
302 306		Coleraine, . . .	2 77.8	1,000 00	-	-	360	750 00
307 307		Leverett, . . .	2 77.8	600 00	-	-	216	67 57
296 308		Royalston, . .	2 77.8	900 00	-	-	324	-
330 309		Sheffield, . . .	2 77.8	1,500 00	200 00	1,700 00	612	850 00
313 310		N. Bridgewater,	2 75.4	3,500 00	-	-	1,271	-
308 311		Williamsburg, .	2 74	1,000 00	-	-	365	863 00
321 312		Williamstown, .	2 71.7	1,500 00	-	-	552	475 00
290 313		Blandford, . .	2 70.8	500 00	193 30	693 30	256	561 00
286 314		Windsor, . . .	2 68.8	500 00	-	-	186	435 00
274 315		Washington, . .	2 68.3	600 00	3 75	603 75	225	301 00
283 316		Holland, . . .	2 66	250 00	-	-	94	50 00
209 317		Florida,	2 57.4	350 00	-	-	136	81 00
317 318		Savoy,	2 48.8	515 00	-	-	207	393 05
319 319		Charlemont, . .	2 47.9	600 00	-	-	242	214 50
229 320		Wareham, . . .	2 47.6	1,800 00	-	-	727	-
314 321		Dennis,	2 44.5	2,000 00	-	-	818	1,576 50
134 322		Lee,	2 38.1	2,082 98	-	-	875	-
288 323		Buckland, . . .	2 35.8	1,000 00	-	-	424	100 00
327 324		Monroe,	2 28.6	84 00	12 00	96 00	42	110 00
323 325		N. Ashford, . .	2 27.3	100 00	-	-	44	56 00
324 326		W. Stockbridge,	2 25.4	800 00	-	-	355	210 00
316 327		Clarksburg, . .	2 24.7	200 00	-	-	89	-

BOARD OF EDUCATION.

For 1860-61.	For 1861-2.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
326 328		Richmond, . .	\$2 14.5	\$399 00	-	-	186	\$282 22
328 329		Lenox, . . .	2 08.8	900 00	-	-	431	328 00
322 330		Becket, . . .	2 06.7	800 00	\$23 61	\$823 61	350	675 00
230 331		Gardner, . .	1 81.1	900 00	-	-	497	-
331 332		Mt. Washington,	1 80.7	150 00	-	-	83	126 00
333 333		Bernardston, .	1 70.5	300 00	-	-	176	10 00
332 334		Southwick, . .	1 50	315 00	-	-	210	383 50
		Marshpee Dis.,	2 63.6	108 70	60 00	168 70	64	-

GRADUATED TABLES—FIRST SERIES.

Table, showing the comparative amount of Money appropriated by the different Towns in each of the Counties of the State, for the education of each Child in the Town between the ages of 5 and 15 years.

SUFFOLK COUNTY.

For 1860-61.	For 1861-2.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
3	1	BOSTON, . .	\$10 48.6	\$332,185 12	-	-	31678	-
1	2	Chelsea, . . .	9 40.5	25,000 00	-	-	2,658	-
2	3	N. Chelsea, . .	8 97.4	1,400 00	-	-	156	-
4	4	Winthrop, . .	7 93.2	825 00	-	-	104	-

ESSEX COUNTY.

1	1	NAHANT, . .	\$16 04.9	\$1,300 00	-	-	81	-
2	2	Swampscott, .	7 66.7	2,300 00	-	-	300	-
4	3	South Danvers,	6 91.2	8,795 75	\$335 17	\$9,130 92	1,321	-
5	4	Danvers, . .	6 75.4	6,400 00	300 00	6,700 00	992	-
6	5	Lawrence, . .	6 54.2	21,000 00	-	-	3,210	-
19	6	Beverly, . . .	6 48.2	7,500 00	-	-	1,157	-
10	7	Lynnfield, . .	6 42.9	900 00	-	-	140	-
18	8	Essex, . . .	6 36	1,800 00	-	-	283	-
8	9	Haverhill, . .	6 12.5	9,500 00	521 18	10,021 18	1,636	-
7	10	Salem, . . .	5 91.3	22,947 98	-	-	3,881	-
16	11	Gloucester, . .	5 80	13,050 00	-	-	2,250	-
13	12	Saugus, . . .	5 65	2,390 10	-	-	423	-
3	13	Lynn, . . .	5 63	21,794 70	-	-	3,871	-
14	14	Methuen, . .	5 28.5	2,500 00	-	-	473	-
9	15	Marblehead, .	5 19.7	7,500 00	-	-	1,443	-
15	16	Georgetown, .	5 05	2,000 00	-	-	396	-
20	17	Hamilton, . .	5 03.1	800 00	-	-	159	-
11	18	Ipswich, . . .	5 00.8	3,100 00	-	-	619	-
12	19	Bradford, . .	5 00	1,500 00	-	-	300	-
21	20	Newburyport, .	4 86.3	13,036 60	-	-	2,681	-
17	21	North Andover,	4 83.2	2,300 00	-	-	476	-
26	22	Boxford, . . .	4 49.4	900 00	61 77	961 77	214	-
25	23	Middleton, . .	4 41.2	900 00	-	-	204	-

BOARD OF EDUCATION.

ESSEX COUNTY—CONTINUED.

For 1860-61.	For 1861-2.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
23	24	Manchester, . .	\$4 33.1	\$1,650 00	-	-	381	-
22	25	Amesbury, . . .	4 27.4	3,000 00	-	-	702	-
27	26	Newbury, . . .	4 06.4	1,150 00	-	-	283	\$9 50
24	27	Andover, . . .	4 03.2	3,500 00	-	-	868	-
34	28	Rowley, . . .	3 90.6	1,000 00	-	-	256	-
29	29	Wenham, . . .	3 70.4	800 00	-	-	216	-
31	30	West Newbury,	3 48.8	1,500 00	-	-	430	-
32	31	Salisbury, . . .	3 38.8	2,500 00	-	-	738	-
30	32	Groveland, . . .	3 32	886 40	-	-	267	-
33	33	Topsfield, . . .	3 15	800 00	-	-	254	-
28	34	Rockport, . . .	2 81.4	1,906 94	\$66 00	\$1,972 94	701	-

MIDDLESEX COUNTY.

1	1	BELMONT, . . .	\$15 00	\$3,000 00	-	-	200	-
4	2	Charlestown, . .	10 05.3	45,200 00	-	-	4,496	-
2	3	Somerville, . . .	9 85.6	15,425 00	-	-	1,565	-
6	4	Newton, . . .	9 45.2	15,000 00	-	-	1,587	-
7	5	Winchester, . . .	9 11.5	3,500 00	-	-	384	-
5	6	Brighton, . . .	9 09.6	6,539 93	-	-	719	-
3	7	Lexington, . . .	8 80.8	3,400 00	-	-	386	-
12	8	Malden, . . .	8 34.1	9,500 00	-	-	1,139	-
10	9	Cambridge, . . .	8 12.9	42,281 76	-	-	5,201	-
25	10	Tyngsborough,	7 96.5	900 00	-	-	113	\$7 00
11	11	Medford, . . .	7 90.8	8,050 00	-	-	1,018	-
8	12	Lowell, . . .	7 87.8	45,000 00	-	-	5,712	-
13	13	Watertown, . . .	7 79.9	5,350 00	-	-	686	-
9	14	Lincoln, . . .	7 46.3	1,000 00	-	-	134	-
22	15	Concord, . . .	7 38.3	3,300 00	-	-	447	-
14	16	Framingham, . .	7 30.6	5,750 00	-	-	787	-
18	17	South Reading,	7 26.4	4,300 00	-	-	592	-
21	18	Melrose, . . .	7 25.5	3,446 25	-	-	475	-
28	19	Bedford, . . .	7 14.3	1,100 00	-	-	154	-
15	20	Weston, . . .	6 98.2	1,585 00	-	-	227	-
19	21	Waltham, . . .	6 92.1	7,800 00	-	-	1,127	-
16	22	Littleton, . . .	6 80.6	1,300 00	-	-	191	-
20	23	W. Cambridge,	6 72.7	3,282 82	-	-	488	-
24	24	Groton, . . .	6 60.9	3,800 00	-	-	575	-
17	25	Dunstable, . . .	6 45.1	400 00	-	-	62	-
26	26	Tewksbury, . . .	6 03.4	1,400 00	-	-	232	20 00
23	27	Stoneham, . . .	5 87.1	3,100 00	-	-	528	-
31	28	Boxborough, . .	5 81.4	500 00	-	-	86	30 00
34	29	Carlisle, . . .	5 78.7	625 00	-	-	108	-
27	30	Wayland, . . .	5 76.8	1,390 00	-	-	241	72 54
40	31	Dracut, . . .	5 53.3	1,610 11	-	-	291	-

SCHOOL RETURNS.

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MIDDLESEX COUNTY—CONTINUED.

For 1860-61.	For 1861-2.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
30	32	Woburn, . .	\$5 46.9	\$7,323 34	-	-	1,339	-
36	33	Holliston, . .	5 31.6	3,450 00	-	-	649	-
29	34	Sherborn, . .	5 28.6	1,200 00	-	-	227	\$39 25
44	35	Ashland, . .	5 26.2	1,447 00	-	-	275	-
51	36	Shirley, . .	5 20	1,300 00	-	-	250	-
32	37	Burlington, . .	5 19	545 00	-	-	105	-
37	38	Natick, . .	5 17.6	4,400 00	-	-	850	-
45	39	Sudbury, . .	5 00	1,450 00	-	-	290	-
47	40	Westford, . .	5 00	1,400 00	-	-	280	-
35	41	Ashby, . .	4 97.5	1,000 00	-	-	201	-
52	42	Pepperell, . .	4 83.9	1,500 00	-	-	310	-
48	43	Chelmsford, . .	4 78.5	2,000 00	-	-	418	15 00
43	44	Marlborough, . .	4 78.3	5,400 00	-	-	1,129	-
41	45	Wilmington, . .	4 63	750 00	-	-	162	-
49	46	Stow, . .	4 62.9	1,500 00	-	-	324	-
46	47	North Reading, . .	4 58.1	1,049 00	-	-	229	-
39	48	Billerica, . .	4 56.9	1,800 00	-	-	394	-
33	49	Reading, . .	4 45.6	2,500 00	-	-	561	-
38	50	Hopkinton, . .	4 39.7	3,500 00	-	-	796	-
42	51	Acton, . .	4 32.6	1,700 00	-	-	393	-
50	52	Townsend, . .	4 29	1,600 00	-	-	373	35 00

WORCESTER COUNTY.

3	1	WORCESTER, .	\$7 90	\$34,000 00	-	-	4,304	-
2	2	Harvard, . .	6 64.2	1,800 00	-	-	271	-
5	3	Southborough, .	6 11.6	2,000 00	-	-	327	\$43 98
9	4	Fitchburg, . .	5 74.3	7,500 00	-	-	1,306	100 00
13	5	Upton, . .	5 74	1,900 00	-	-	331	-
10	6	Uxbridge, . .	5 67.4	2,600 00	\$220 00	\$2,820 00	497	-
4	7	Clinton, . .	5 63.1	4,256 92	-	-	756	-
11	8	Leicester, . .	5 55.6	2,900 00	-	-	522	-
17	9	Northborough, .	5 43.9	1,300 00	-	-	239	-
14	10	Lunenburg, . .	5 40.5	1,200 00	-	-	222	25 00
7	11	Barre, . .	5 38.8	2,850 00	-	-	529	-
26	12	Paxton, . .	5 34.4	700 00	-	-	131	-
1	13	Lancaster, . .	5 26.3	2,000 00	-	-	380	-
33	14	New Braintree, .	5 16.7	800 00	37 05	837 05	162	-
19	15	Templeton, . .	4 79	2,400 00	-	-	501	-
29	16	Sterling, . .	4 78.9	1,700 00	-	-	355	30 00
22	17	Bolton, . .	4 72.7	1,300 00	-	-	275	-
20	18	Hardwick, . .	4 62.9	1,500 00	-	-	324	121 00
18	19	Leominster, . .	4 62.7	3,169 76	-	-	685	-
8	20	Rutland, . .	4 60.8	1,000 00	-	-	217	-
23	21	Grafton, . .	4 57.1	4,000 00	-	-	875	-

BOARD OF EDUCATION.

WORCESTER COUNTY—CONTINUED.

For 1860-61.	For 1861-2.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
36	22	Princeton, . .	\$4 52.8	\$1,200 00	—	—	265	\$35 00
42	23	Auburn, . . .	4 49.4	800 00	—	—	178	—
34	24	Millbury, . .	4 42.8	3,100 00	—	—	700	36 00
27	25	Winchendon, .	4 40	2,200 00	—	—	500	—
35	26	Webster, . . .	4 37.1	2,500 00	—	—	572	—
40	27	Petersham, . .	4 34.8	1,200 00	—	—	276	—
32	28	Phillipston, .	4 34.8	700 00	—	—	161	35 00
31	29	Hubbardston, .	4 32.9	1,528 00	—	—	353	50 00
37	30	Milford, . . .	4 29.9	8,500 00	—	—	1,977	—
41	31	Holden, . . .	4 28.7	1,603 42	—	—	374	—
25	32	Athol,	4 27.8	2,400 00	—	—	561	60 00
45	33	Charlton, . . .	4 26.1	1,700 00	—	—	399	32 00
24	34	Spencer, . . .	4 24.8	2,600 00	—	—	612	—
30	35	Mendon, . . .	4 20.5	1,000 00	\$127 09	\$1,127 09	268	—
12	36	Westborough, .	4 11.2	2,200 00	—	—	535	—
39	37	Oakham, . . .	4 07	700 00	—	—	172	48 45
46	38	Northbridge, .	4 02.2	2,200 00	—	—	547	—
21	39	Oxford,	4 00	2,500 00	—	—	625	72 00
50	40	Westminster, .	3 94.1	1,600 00	—	—	406	—
28	41	Sutton,	3 89.9	2,000 00	—	—	513	15 00
16	42	N. Brookfield, .	3 82.4	2,000 00	—	—	523	—
15	43	Shrewsbury, . .	3 75	1,200 00	—	—	320	—
44	44	Ashburnham, .	3 74.4	1,700 00	—	—	454	68 75
38	45	W. Brookfield, .	3 74.1	1,100 00	—	—	294	15 00
49	46	Brookfield, . .	3 67.6	1,500 00	—	—	408	—
56	47	Blackstone, . .	3 62.1	3,000 00	476 49	3,476 49	960	300 00
52	48	Berlin,	3 60.8	700 00	—	—	194	—
48	49	Boylston, . . .	3 55	600 00	—	—	169	33 00
6	50	Warren,	3 50.9	1,200 00	—	—	342	—
58	51	W. Boylston, . .	3 43	1,900 00	—	—	554	—
51	52	Sturbridge, . .	3 42.5	1,500 00	—	—	438	—
54	53	Dudley,	3 27.9	1,200 00	—	—	366	—
47	54	Southbridge, . .	3 17.3	2,900 00	—	—	914	52 00
53	55	Dana,	3 04.6	600 00	—	—	197	—
57	56	Douglas,	3 00	1,500 00	—	—	500	—
55	57	Royalston, . . .	2 77.8	900 00	—	—	324	—
43	58	Gardner,	1 81.1	900 00	—	—	497	—

HAMPSHIRE COUNTY.

2	1	GRANBY, . . .	\$6 57.9	\$1,000 00	—	—	152	—
4	2	Greenwich, . .	6 54.2	700 00	—	—	107	—
1	3	South Hadley, .	5 93.8	2,500 00	—	—	421	\$50 00
23	4	Amherst, . . .	5 92.6	3,200 00	—	—	540	—

SCHOOL RETURNS.

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HAMPSHIRE COUNTY—CONTINUED.

For 1860-61.	For 1861-2.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
5	5	Hatfield, . . .	\$5 30.9	\$1,290 00	-	-	243	\$140 00
3	6	Northampton, .	4 87.6	6,500 00	-	-	1,333	-
8	7	Plainfield, . .	4 59.2	450 00	-	-	98	318 00
7	8	Enfield, . . .	4 56.6	1,000 00	-	-	219	-
10	9	Ware, . . .	4 55.8	3,300 00	-	-	724	-
6	10	Hadley, . . .	4 50.7	1,600 00	-	-	355	-
18	11	Prescott, . . .	4 38.6	500 00	-	-	114	83 50
14	12	Goshen, . . .	4 26.8	350 00	-	-	82	550 00
11	13	Westhampton, .	4 20.1	500 00	-	-	119	213 80
12	14	Cummington, .	4 15	600 00	\$188 53	\$788 53	190	358 00
9	15	Chesterfield, .	4 02.3	700 00	-	-	174	420 00
15	16	Belchertown, .	3 67	2,000 00	-	-	545	38 00
19	17	Huntington, .	3 62.9	900 00	-	-	248	110 00
17	18	Easthampton, .	3 28.9	1,250 00	-	-	380	-
21	19	Pelham, . . .	3 22.6	500 00	-	-	155	26 00
16	20	Middlefield, .	3 22.4	400 00	90 08	490 08	152	193 00
20	21	Southampton, .	3 09.7	700 00	-	-	226	118 00
13	22	Worthington, .	2 94.1	600 00	146 98	746 98	254	725 00
22	23	Williamsburg, .	2 74	1,000 00	-	-	365	863 00

HAMPDEN COUNTY.

2	1	CHICOPEE, . .	\$7 24.4	\$8,450 00	\$597 40	\$9,047 40	1,249	-
1	2	Springfield, .	6 74	18,000 00	117 00	18,117 00	2,688	-
3	3	Longmeadow, .	6 27.4	1,650 00	-	-	263	\$86 25
5	4	Westfield, . .	5 94	5,500 00	-	-	926	510 00
7	5	Wilbraham, . .	4 97	2,000 00	82 53	2,082 53	419	339 75
4	6	Holyoke, . . .	4 65.1	4,000 00	-	-	860	-
6	7	Brimfield, . .	4 51.1	1,200 00	-	-	266	42 00
10	8	Agawam, . . .	4 08.2	1,200 00	-	-	294	300 00
13	9	Wales, . . .	3 95.8	475 00	-	-	120	60 00
9	10	Monson, . . .	3 87.9	1,800 00	-	-	464	401 00
18	11	Ludlow, . . .	3 54.3	900 00	-	-	254	375 00
8	12	Montgomery, .	3 52.9	300 00	-	-	85	228 00
21	13	Tolland, . . .	3 47.8	400 00	-	-	115	-
11	14	Palmer, . . .	3 29.8	2,800 00	-	-	849	118 00
16	15	W. Springfield,	3 03.8	1,200 00	-	-	395	25 00
19	16	Chester, . . .	2 92	800 00	-	-	274	715 00
12	17	Russell, . . .	2 87.8	400 00	-	-	139	111 75
17	18	Granville, . .	2 82.4	600 00	185 00	785 00	278	330 00
15	19	Blandford, . .	2 70.8	500 00	193 30	693 30	256	561 00
14	20	Holland, . . .	2 66	250 00	-	-	94	50 00
20	21	Southwick,* .	1 50	315 00	-	-	210	383 50

* Southwick has a Local Fund, the income of which is appropriated for public schools.

BOARD OF EDUCATION.

FRANKLIN COUNTY.

For 1860-61.	For 1861-2.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
2	1	WHATELY, . .	\$6 46.1	\$1,000 00	\$150 00	\$1,150 00	178	\$84 00
1	2	Greenfield, . .	5 81.6	3,600 00	-	-	619	1,131 00
3	3	Deerfield, . .	5 36.1	3,489 86	-	-	651	348 79
4	4	Erving, . . .	4 43.5	500 00	45 51	545 51	123	15 00
9	5	Heath, . . .	4 25.5	600 00	-	-	141	-
11	6	Gill,	4 16.7	600 00	-	-	144	248 00
10	7	Sunderland, .	4 14.6	850 00	-	-	205	-
5	8	Hawley, . . .	4 06.5	500 00	-	-	123	147 00
7	9	New Salem, .	4 00	1,000 00	-	-	250	18 00
8	10	Warwick, . .	3 94.1	800 00	-	-	203	-
15	11	Wendell, . .	3 81.7	500 00	-	-	131	22 90
14	12	Montague, . .	3 76.6	1,200 00	163 35	1,363 35	362	190 00
18	13	Shelburne, . .	3 67.6	1,000 00	-	-	272	280 00
6	14	Ashfield, . .	3 63.6	1,000 00	-	-	275	280 00
16	15	Orange, . . .	3 60.4	1,200 00	-	-	333	-
13	16	Northfield, .	3 57.6	1,200 00	66 00	1,266 00	354	-
20	17	Shutesbury, .	3 52.9	600 00	-	-	170	90 00
17	18	Conway, . . .	3 31.6	1,250 00	-	-	377	465 50
22	19	Rowe,	3 03	500 00	-	-	165	130 00
12	20	Leyden, . . .	2 81.3	450 00	-	-	160	363 00
21	21	Coleraine, . .	2 77.8	1,000 00	-	-	360	750 00
23	22	Leverett, . .	2 77.8	600 00	-	-	216	67 57
24	23	Charlemont, .	2 47.9	600 00	-	-	242	214 50
19	24	Buckland, . .	2 35.8	1,000 00	-	-	424	100 00
25	25	Monroe, . . .	2 28.6	84 00	12 00	96 00	42	110 00
26	26	Bernardston, .	1 70.5	300 00	-	-	176	10 00

BERKSHIRE COUNTY.

19	1	G.BARRINGT'N,	\$4 55.2	\$3,000 00	-	-	659	-
8	2	Pittsfield, . .	4 28.2	6,800 00	-	-	1,588	\$100 00
5	3	Monterey, . .	4 08.9	550 00	\$104 29	\$654 29	160	335 50
10	4	N. Marlborough,	3 99.9	1,200 00	327 47	1,527 47	382	475 50
4	5	Tyringham, . .	3 84.6	600 00	-	-	156	150 00
6	6	Egremont, . .	3 76.3	700 00	-	-	186	448 00
3	7	Sandisfield, .	3 65	1,000 00	123 00	1,123 00	309	738 00
12	8	Otis,	3 33.3	600 00	-	-	180	323 25
7	9	Dalton, . . .	3 30.6	800 00	-	-	242	188 37
17	10	Peru,	3 24.5	305 00	-	-	94	136 00
26	11	Hinsdale, . .	3 14.8	850 00	-	-	270	493 00
15	12	Stockbridge, .	3 07.7	1,200 00	-	-	390	74 00
11	13	Alford, . . .	3 03	400 00	-	-	132	14 00
16	14	Lanesborough, .	3 00.6	800 00	47 62	847 62	282	300 00
18	15	Cheshire, . .	2 89	1,000 00	-	-	346	170 00

SCHOOL RETURNS.

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BERKSHIRE COUNTY—CONTINUED.

For 1860-61.	For 1861-2.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
29 16		Hancock, . .	\$2 85.7	\$500 00	—	—	175	\$530 00
14 17		Adams, . . .	2 84.3	3,866 50	—	—	1,360	240 00
30 18		Sheffield, . .	2 77.8	1,500 00	\$200 00	\$1,700 00	612	850 00
22 19		Williamstown, .	2 71.7	1,500 00	—	—	552	475 00
13 20		Windsor, . .	2 68.8	500 00	—	—	186	435 00
9 21		Washington, . .	2 68.3	600 00	3 75	603 75	225	301 00
2 22		Florida, . . .	2 57.4	350 00	—	—	136	81 00
21 23		Savoy, . . .	2 48.8	515 00	—	—	207	393 05
1 24		Lee, . . .	2 38.1	2,082 98	—	—	875	—
24 25		N. Ashford, . .	2 27.3	100 00	—	—	44	56 00
25 26		W. Stockbridge, .	2 25.4	800 00	—	—	355	210 00
20 27		Clarksburg, . .	2 24.7	200 00	—	—	89	—
27 28		Richmond, . .	2 14.5	399 00	—	—	186	282 22
28 29		Lenox, . . .	2 08.8	900 00	—	—	431	328 00
23 30		Becket, . . .	2 06.7	800 00	23 61	823 61	350	675 00
31 31		Mt. Washington,	1 80.7	150 00	—	—	83	126 00

NORFOLK COUNTY.

1 1		BROOKLINE, .	\$18 26.9	\$15,272 75	—	—	836	—
3 2		W. Roxbury, .	13 20.9	12,826 19	—	—	971	—
2 3		Dorchester, .	12 39.7	24,100 00	—	—	1,944	—
4 4		Dedham, . . .	10 91.8	12,545 00	—	—	1,149	—
6 5		Milton, . . .	9 64.9	5,500 00	—	—	570	—
5 6		Roxbury, . .	9 06.9	48,507 52	—	—	5,349	—
7 7		Walpole, . .	7 27.3	2,400 00	—	—	330	—
8 8		Quincy, . . .	6 33.8	9,000 00	—	—	1,420	—
9 9		Weymouth, . .	5 77.7	8,500 00	\$252 00	\$8,752 00	1,515	—
10 10		Cohasset, . .	5 54.1	2,100 00	—	—	379	—
11 11		Foxborough, .	5 47.5	2,500 00	94 96	2,594 96	474	—
14 12		Sharon, . . .	5 46.2	1,311 00	120 00	1,431 00	262	—
16 13		Needham, . .	5 39	2,900 00	—	—	538	—
20 14		Dover, . . .	5 28.7	800 00	30 03	830 03	157	—
17 15		Wrentham, . .	4 99.5	2,975 00	341 86	3,316 86	664	—
22 16		Medfield, . .	4 84.8	800 00	—	—	165	—
19 17		Bellingham, .	4 82.2	1,200 00	140 63	1,340 63	278	—
15 18		Randolph, . .	4 75.9	6,000 00	92 00	6,092 00	1,280	\$250 00
13 19		Braintree, . .	4 72.2	3,400 00	—	—	720	—
12 20		Canton, . . .	4 65.8	3,200 00	—	—	687	—
21 21		Stoughton, . .	4 43.8	4,500 00	—	—	1,014	—
23 22		Franklin, . .	3 67.8	1,600 00	—	—	435	24 25
18 23		Medway, . .	3 51.5	2,000 00	—	—	569	40 00

BRISTOL COUNTY.

For 1860-61.	For 1861-2.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	N. BEDFORD, .	\$9 43	\$35,219 19	-	-	3,735	-
2	2	Fairhaven, . .	7 99.3	4,500 00	-	-	563	-
3	3	Acushnet, . .	6 41	2,000 00	-	-	312	-
7	4	Taunton, . . .	5 66.7	17,000 00	-	-	3,000	-
5	5	Fall River, . .	5 17.6	16,000 00	-	-	3,091	-
13	6	Berkley, . . .	4 83.1	1,000 00	-	-	207	-
11	7	Raynham, . . .	4 67.1	1,350 00	-	-	289	-
10	8	Seekonk, . . .	4 55.6	1,800 00	\$264 00	\$2,064 00	453	\$37 00
8	9	Dartmouth, . .	4 55.1	3,500 00	-	-	769	160 00
6	10	Attleborough, .	4 52.2	5,000 00	237 00	5,237 00	1,158	-
9	11	Freetown, . . .	4 38.6	1,500 00	-	-	342	-
4	12	Swansey, . . .	4 31.1	1,146 76	-	-	266	-
12	13	Pawtucket, . .	4 10.8	3,500 00	-	-	852	-
16	14	Somerset, . . .	4 04.3	1,500 00	-	-	371	-
19	15	Easton,	4 01.3	2,500 00	-	-	623	632 00
17	16	Westport, . . .	3 80.7	2,000 00	284 18	2,284 18	600	250 00
14	17	Norton,	3 77.8	1,500 00	-	-	397	-
18	18	Dighton,	3 74.3	1,200 00	110 00	1,310 00	350	76 00
20	19	Mansfield, . . .	3 50	1,473 50	-	-	421	15 00
15	20	Rehoboth, . . .	3 27.8	1,200 00	137 35	1,337 35	408	114 75

PLYMOUTH COUNTY.

1	1	PLYMOUTH, .	\$7 67.5	\$10,000 00	-	-	1,303	-
3	2	Kingston, . . .	6 80.3	2,000 00	-	-	294	-
5	3	Hingham, . . .	6 31.3	4,747 34	-	-	752	-
2	4	Hull,	6 09	280 12	-	-	46	\$5 00
4	5	Lakeville, . . .	5 85.4	1,200 00	-	-	205	41 00
8	6	Middleborough,	4 89.1	4,500 00	-	-	920	151 00
10	7	Duxbury, . . .	4 81.4	2,000 00	\$248 18	\$2,248 18	467	-
9	8	Carver,	4 80.8	1,000 00	-	-	208	245 50
7	9	S. Scituate, . .	4 80.2	1,700 00	-	-	354	21 00
6	10	Rochester, . . .	4 78.3	1,100 00	-	-	230	45 00
14	11	Scituate,	4 61.9	2,000 00	-	-	433	12 00
11	12	Bridgewater, . .	4 61.5	3,000 00	-	-	650	405 00
17	13	Halifax,	4 60.5	700 00	-	-	152	-
13	14	Hanover,	4 57.5	1,400 00	-	-	306	-
12	15	Pembroke, . . .	4 16.7	1,000 00	146 00	1,146 00	275	22 00
18	16	Hanson,	4 13.2	1,000 00	-	-	242	-
21	17	Marshfield, . .	3 95.7	1,575 00	-	-	398	-
16	18	E. Bridgewater,	3 94.9	2,500 00	-	-	633	-
20	19	W. Bridgewater,	3 73.3	1,400 00	-	-	375	-
15	20	Abington, . . .	3 70.4	6,500 00	-	-	1,755	56 00
23	21	Plympton, . . .	3 60.4	800 00	-	-	222	118 00
22	22	Mattapoisett, .	3 57.1	1,000 00	-	-	280	40 00

SCHOOL RETURNS.

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PLYMOUTH COUNTY—CONTINUED.

For 1860-61.	For 1861-2.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
24	23	Marion, . . .	\$3 10.9	\$600 00	-	-	193	-
25	24	N. Bridgewater,	2 75.4	3,500 00	-	-	1,271	-
19	25	Wareham, . . .	2 47.6	1,800 00	-	-	727	-

BARNSTABLE COUNTY.

1	1	ORLEANS, . .	\$5 17.2	\$1,800 00	-	-	348	-
8	2	Falmouth, . .	5 01.4	2,000 00	\$321 61	\$2,321 61	463	\$568 71
6	3	Eastham, . .	4 97.2	666 00	55 00	721 00	145	20 00
3	4	Barnstable, . .	4 88.8	5,000 00	-	-	1,023	-
10	5	Brewster, . .	4 82.8	1,400 00	-	-	290	-
2	6	Chatham, . .	4 80.8	3,000 00	-	-	624	131 00
4	7	Yarmouth, . .	4 69.9	2,500 00	-	-	532	-
5	8	Provincetown, .	4 54.5	3,000 00	-	-	660	-
9	9	Sandwich, . .	4 12.4	4,000 00	-	-	970	102 50
11	10	Truro, . . .	3 93.7	1,500 00	-	-	381	-
7	11	Wellfleet, . .	3 39.9	1,745 50	100 00	1,845 50	543	555 00
12	12	Harwich, . .	2 98.7	2,500 00	-	-	837	150 00
13	13	Dennis, . . .	2 44.5	2,000 00	-	-	818	1,576 50
		Marshpee Dis.,	2 63.6	108 70	60 00	168 70	64	-

DUKES COUNTY.

1	1	EDGARTOWN, .	\$5 37.6	\$2,000 00	-	-	372	-
2	2	Chilmark, . .	4 97	710 68	-	-	143	-
3	3	Tisbury, . . .	4 91.4	2,000 00	-	-	407	-

NANTUCKET COUNTY.

NANTUCKET,	\$8 43	\$8,691 64	-	-	1,031	-
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BOARD OF EDUCATION.

A GRADUATED TABLE—FIRST SERIES.

Showing the Comparative Amount of Money appropriated by the different Counties in the State for the Education of each Child between the ages of 5 and 15 years in the County.

For 1860-61	For 1861-62	COUNTIES.	Sum appropriated by counties for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue and similar funds appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
2	1	SUFFOLK,	\$10 38.9	\$359,410 12	—	\$359,410 12	34,596	—
1	2	Nantucket,	8 43.0	8,691 64	—	8,691 64	1,031	—
3	3	Norfolk,	8 06.3	173,937 46	\$1,071 48	175,008 94	21,706	\$314 25
4	4	Middlesex,	7 48.4	295,650 21	—	295,650 21	39,506	218 79
6	5	Bristol,	5 81.8	104,889 45	1,032 53	105,921 98	18,207	1,284 75
5	6	Essex,	5 51.1	172,908 47	1,284 12	174,192 59	31,606	9 50
8	7	Hampden,	5 13.6	52,740 00	1,175 23	53,915 23	10,498	4,636 25
7	8	Dukes,	5 10.9	4,710 68	—	4,710 68	322	—
9	9	Worcester,	4 83.9	147,508 10	860 63	148,368 73	30,657	1,172 18
10	10	Plymouth,	4 54.6	57,302 46	394 18	57,696 64	12,691	1,161 50
11	11	Hampshire,	4 44.2	31,540 00	425 59	31,965 59	7,196	4,206 30
12	12	Barnstable,	4 12.6	31,111 50	476 61	31,588 11	7,634	3,103 71
13	13	Franklin,	3 86.2	25,423 86	436 86	25,860 72	6,696	5,065 26
14	14	Berkshire,	3 14.9	34,568 48	834 74	35,403 22	11,242	8,977 89
		Marshpee District,	1 69.8	108 70	—	108 70	64	—

AGGREGATE FOR THE STATE.

State,	\$7,991 97	\$1,508,493 10	234,252	\$30,150 38
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A GRADUATED TABLE—FIRST SERIES.

Showing the Comparative Amount of Money, including Voluntary Contributions, appropriated by the different Counties in the State for the education of each Child between the ages of 5 and 15 years in the County.

For 1860-61.	For 1861-2.	COUNTIES.	Totals.
2	1	SUFFOLK,	\$10 39
1	2	Nantucket,	8 48
3	3	Norfolk,	8 08
4	4	Middlesex,	7 49
6	5	Bristol,	5 89
7	6	Hampden,	5 58
5	7	Essex,	5 51
8	8	Dukes,	5 11
9	9	Hampshire,	5 03
11	10	Worcester,	4 88
12	11	Plymouth,	4 64
10	12	Franklin,	4 62
13	13	Barnstable,	4 52
14	14	Berkshire,	3 95
Aggregate for the State, including voluntary contributions, .			\$6 57

GRADUATED TABLES—SECOND SERIES.

The next Table exhibits the appropriations of the cities and towns, as compared with their respective valuations in 1860.

The first column shows the rank of the cities and towns in a similar Table for 1860-61.

The second column indicates, in numerical order, the precedence of the cities and towns in respect to the liberality of their appropriations for 1861-2.

The third consists of the names of the cities and towns, as numerically arranged.

The fourth shows the percentage of taxable property appropriated to the support of the Public Schools. The result is equivalent in value to mills and hundredths of mills. The decimals are carried to three figures in order to indicate more perfectly the distinction between the different towns. The first figure (mills) expresses the principal value, and is separated from the two last figures by a point.

The appropriations for schools are not given in the following Table, as they may be found by referring to the previous Tables, also in the Abstract of School Returns, commencing on page ii. These appropriations include the sum raised by taxes, the income of the surplus revenue, and of such other funds as the towns may appropriate at their option, either to support Common Schools, or to pay ordinary municipal expenses. The income of other local funds, and the voluntary contributions are not included in the estimate. The appropriations are reckoned the same as in the first series of tables, and for the same reasons.

The amount of taxable property in each city and town, according to the last State Valuation, is also omitted, as it is already given in the foregoing Abstract of School Returns.

If the rank assigned to towns in the next Tables is compared with the rank of the same towns in the former series, it will be seen that they hold, in many instances, a very different place in the scale.

GRADUATED TABLES—SECOND SERIES.

A Graduated Table, in which all the Towns in the State are numerically arranged, according to the percentage of their taxable property, appropriated to the support of Public Schools, for the year 1861-2.

For 1860-61.	For 1861-2.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1860-61.	For 1861-2.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
21	1	TRURO, . . .	2.003-93	71	36	Hopkinton, . . .	2.002-56
3	2	Orleans, . . .	3-69	23	37	Somerville, . . .	2-56
5	3	Chelsea, . . .	3-68	35	38	Stoughton, . . .	2-56
6	4	Chatham, . . .	3-39	36	39	Acushnet, . . .	2-55
7	5	Erving, . . .	3-33	58	40	Clinton, . . .	2-54
10	6	Chicopee, . . .	3-25	34	41	South Danvers, . . .	2-53
8	7	Plymouth, . . .	3-19	66	42	Ware, . . .	2-52
14	8	Eastham, . . .	3-18	42	43	Hubbardston, . . .	2-51
9	9	Marblehead, . . .	3-17	37	44	Melrose, . . .	2-51
40	10	Berkley, . . .	3-15	81	45	Ashland, . . .	2-50
18	11	Gloucester, . . .	3-13	44	46	Dana, . . .	2-48
4	12	Wellfleet, . . .	2-99	30	47	Nahant, . . .	2-48
12	13	Harwich, . . .	2-97	143	48	N. Marlboro', . . .	2-48
13	14	Deerfield, . . .	2-95	156	49	Wilbraham, . . .	2-47
21	15	Charlestown, . . .	2-93	41	50	Natick, . . .	2-46
1	16	Florida, . . .	2-93	47	51	Sunderland, . . .	2-46
59	17	Marlboro', . . .	2-88	45	52	Wayland, . . .	2-46
16	18	New Salem, . . .	2-87	48	53	Barnstable, . . .	2-45
17	19	Pelham, . . .	2-87	51	54	Ipswich, . . .	2-43
20	20	Dedham, . . .	2-86	53	55	Sandwich, . . .	2-43
29	21	Bellingham, . . .	2-83	52	56	Montague, . . .	2-42
26	22	Malden, . . .	2-82	133	57	Dover, . . .	2-41
24	23	Weymouth, . . .	2-81	55	58	Townsend, . . .	2-41
101	24	Tyngsboro', . . .	2-79	56	59	Palmer, . . .	2-40
22	25	Georgetown, . . .	2-74	57	60	South Hadley, . . .	2-40
19	26	Danvers, . . .	2-73	157	61	Beverly, . . .	2-39
25	27	Shutesbury, . . .	2-71	79	62	Webster, . . .	2-39
90	28	Milford, . . .	2-69	62	63	Phillipston, . . .	2-38
46	29	Wrentham, . . .	2-66	63	64	Brantree, . . .	2-37
43	30	Upton, . . .	2-63	69	65	Grafton, . . .	2-37
39	31	Framingham, . . .	2-60	111	66	Paxton, . . .	2-37
32	32	Greenwich, . . .	2-60	65	67	Provincetown, . . .	2-37
33	33	Athol, . . .	2-59	67	68	Lancaster, . . .	2-36
61	34	Groton, . . .	2-59	146	69	Easton, . . .	2-35
15	35	Stoneham, . . .	2-57	50	70	Greenfield, . . .	2-35

For 1860-61.	For 1861-2.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1860-61.	For 1861-2.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
70	71	Heath,	\$.002-35	123	120	Lawrence,	\$.002-10
72	72	Middleton,	2-35	103	121	Manchester,	2-10
76	73	Bedford,	2-34	151	122	Newton,	2-10
11	74	Lynn,	2-34	121	123	Southboro',	2-10
73	75	Otis,	2-34	150	124	Stow,	2-10
74	76	Warwick,	2-34	122	125	Duxbury,	2-09
80	77	Holliston,	2-33	106	126	Springfield,	2-09
75	78	Quincy,	2-33	139	127	Saugus,	2-08
118	79	Northbridge,	2-32	124	128	Acton,	2-07
77	80	Walpole,	2-32	117	129	Mansfield,	2-07
82	81	Bolton,	2-31	95	130	Sandisfield,	2-07
78	82	South Reading,	2-31	225	131	Taunton,	2-07
60	83	Amesbury,	2-30	149	132	Cambridge,	2-06
83	84	Winchester,	2-28	127	133	Cohasset,	2-06
84	85	Ashburnham,	2-26	236	134	Rowley,	2-06
85	86	Boxboro',	2-25	129	135	Harvard,	2-05
87	87	Tewksbury,	2-25	130	136	Leverett,	2-05
28	88	Nantucket,	2-24	131	137	Tyringham,	2-05
88	89	Rowe,	2-24	264	138	Auburn,	2-04
114	90	Cummington,	2-23	132	139	Carver,	2-04
94	91	Randolph,	2-23	195	140	Ludlow,	2-04
92	92	Goshen,	2-22	187	141	Prescott,	2-04
27	93	Hawley,	2-22	198	142	Huntington,	2-03
125	94	Millbury,	2-22	174	143	Woburn,	2-03
126	95	Southbridge,	2-22	329	144	Amherst,	2-02
91	96	Dorchester,	2-21	154	145	Foxborough,	2-02
93	97	Orange,	2-21	135	146	Roxbury,	2-02
166	98	Brewster,	2-20	138	147	Russell,	2-02
136	99	Sharon,	2-20	102	148	Buckland,	2-01
96	100	Swampscott,	2-20	140	149	Holden,	2-01
97	101	Templeton,	2-20	183	150	Spencer,	2-01
99	102	Halifax,	2-18	141	151	Washington,	2-00
100	103	Plympton,	2-18	147	152	Fitchburg,	1-99
160	104	Marshfield,	2-16	142	153	Middleboro',	1-99
104	105	Oakham,	2-16	168	154	North Reading,	1-99
105	106	Oxford,	2-16	255	155	Pepperell,	1-99
86	107	Lowell,	2-15	110	156	Abington,	1-98
107	108	Wendell,	2-15	145	157	Concord,	1-98
173	109	Westminster,	2-15	148	158	Franklin,	1-97
108	110	Yarmouth,	2-15	68	159	Reading,	1-97
109	111	Monterey,	2-14	31	160	Rutland,	1-97
279	112	West Boylston,	2-14	150	161	Brookfield,	1-96
112	113	Tisbury,	2-13	275	162	Shirley,	1-96
169	114	Watertown,	2-13	250	163	Westfield,	1-96
113	115	Winchendon,	2-13	222	164	Charlton,	1-95
49	116	Attleboro',	2-12	172	165	Littleton,	1-95
115	117	Scituate,	2-12	155	166	Methuen,	1-95
119	118	Granby,	2-10	246	167	Essex,	1-93
120	119	Lakeville,	2-10	201	168	Worcester,	1-93

SCHOOL RETURNS.

lxv

For 1860-61.	For 1861-2.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1860-61.	For 1861-2.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
189	169	Holyoke, . . .	\$.001-92	218	218	Pawtucket, . . .	\$.001-75
161	170	Montgomery, . . .	1-92	271	219	Sterling, . . .	1-74
197	171	Savoy, . . .	1-92	219	220	Uxbridge, . . .	1-74
179	172	Becket, . . .	1-91	241	221	Agawam, . . .	1-73
265	173	Blackstone, . . .	1-91	221	222	Billerica, . . .	1-73
162	174	Granville, . . .	1-91	220	223	Worthington, . . .	1-73
158	175	Hingham, . . .	1-91	193	224	Conway, . . .	1-72
165	176	Sutton, . . .	1-91	203	225	Barre, . . .	1-71
144	177	Carlisle, . . .	1-90	223	226	Brimfield, . . .	1-71
186	178	Newburyport, . . .	1-90	224	227	Enfield, . . .	1-71
167	179	Mt. Washington, . . .	1-89	228	228	Salisbury, . . .	1-71
164	180	Pembroke, . . .	1-89	277	229	Wales, . . .	1-71
170	181	Belchertown, . . .	1-88	226	230	West Brookfield, . . .	1-71
171	182	East Bridgewater, . . .	1-88	237	231	Hanover, . . .	1-70
207	183	Brighton, . . .	1-87	227	232	Holland, . . .	1-70
175	184	Freetown, . . .	1-87	64	233	North Brookfield, . . .	1-69
177	185	Clarksburg, . . .	1-86	230	234	Chesterfield, . . .	1-68
178	186	Leicester, . . .	1-86	289	235	Princeton, . . .	1-68
137	187	Rochester, . . .	1-86	233	236	Westhampton, . . .	1-68
180	188	Hanson, . . .	1-85	231	237	Dracut, . . .	1-67
181	189	Lincoln, . . .	1-85	234	238	Waltham, . . .	1-66
184	190	Dighton, . . .	1-84	235	239	Ashfield, . . .	1-65
185	191	Haverhill, . . .	1-84	229	240	Groveland, . . .	1-65
188	192	South Scituate, . . .	1-84	128	241	Medway, . . .	1-65
253	193	Whately, . . .	1-84	238	242	Leyden, . . .	1-64
159	194	Leominster, . . .	1-83	239	243	Lunenburg, . . .	1-64
190	195	Norton, . . .	1-83	270	244	Somerset, . . .	1-64
191	196	W. Bridgewater, . . .	1-83	326	245	Great Barrington, . . .	1-63
192	197	Winthrop, . . .	1-83	242	246	Monson, . . .	1-63
196	198	Plainfield, . . .	1-82	38	247	Wareham, . . .	1-63
199	199	Lexington, . . .	1-81	243	248	Wilmington, . . .	1-63
232	200	Needham, . . .	1-81	263	249	Medford, . . .	1-62
200	201	North Chelsea, . . .	1-81	244	250	Milton, . . .	1-62
202	202	Ashby, . . .	1-80	247	251	Hardwick, . . .	1-61
204	203	Bradford, . . .	1-80	248	252	Lynnfield, . . .	1-61
205	204	Coleraine, . . .	1-80	249	253	N. Bridgewater, . . .	1-61
206	205	Dennis, . . .	1-80	251	254	Bridgewater, . . .	1-60
194	206	Longmeadow, . . .	1-80	240	255	West Newbury, . . .	1-60
209	207	Petersham, . . .	1-79	254	256	Canton, . . .	1-59
210	208	Sturbridge, . . .	1-79	163	257	Middlefield, . . .	1-59
116	209	Westboro', . . .	1-79	256	258	Gill, . . .	1-58
212	210	Hamilton, . . .	1-78	258	259	Douglas, . . .	1-57
208	211	Northfield, . . .	1-78	217	260	Hull, . . .	1-56
274	212	Berlin, . . .	1-77	259	261	Mendon, . . .	1-56
134	213	Northampton, . . .	1-76	245	262	Salem, . . .	1-56
213	214	Westford, . . .	1-76	260	263	Weston, . . .	1-56
214	215	Chester, . . .	1-75	261	264	Cheshire, . . .	1-55
215	216	Dudley, . . .	1-75	262	265	Egremont, . . .	1-55
216	217	Falmouth, . . .	1-75	319	266	Sheffield, . . .	1-54

BOARD OF EDUCATION.

For 1860-61.	For 1861-2.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1860-61.	For 1861-2.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
176	267	Swanзей, . . .	\$.001-54	301	301	Medfield, . . .	\$.001-33
276	268	West Roxbury, .	1-54	302	302	West Stockbridge,	1-33
267	269	Charlemont, . .	1-53	313	303	Lanesboro', . .	1-32
269	270	Kingston, . . .	1-53	311	304	Raynham, . . .	1-31
257	271	Adams,	1-52	98	305	Warren,	1-31
300	272	Hinsdale, . . .	1-52	306	306	Boylston, . . .	1-28
288	273	N. Braintree, .	1-51	287	307	Hadley,	1-28
182	274	Rehoboth, . . .	1-51	307	308	Marion,	1-28
290	275	Seekonk, . . .	1-51	308	309	Topsfield, . . .	1-28
278	276	Andover, . . .	1-49	327	310	Williamstown, .	1-28
153	277	Rockport, . . .	1-49	309	311	Westport, . . .	1-27
280	278	Boxford, . . .	1-48	312	312	Alford,	1-25
211	279	Windsor, . . .	1-48	268	313	Fairhaven, . . .	1-25
281	280	Chelmsford, . .	1-46	314	314	Mattapoisett, .	1-23
282	281	Edgartown, . .	1-46	316	315	Stockbridge, . .	1-23
283	282	Fall River, . .	1-46	321	316	Hatfield, . . .	1-20
284	283	North Andover,	1-46	54	317	Lee,	1-20
273	284	New Bedford, .	1-46	320	318	Chilmark, . . .	1-19
303	285	Shelburne, . . .	1-46	317	319	Dartmouth, . .	1-19
286	286	Wenham, . . .	1-45	318	320	West Springfield,	1-19
285	287	Brookline, . . .	1-44	298	321	Monroe,	1-16
291	288	Burlington, . .	1-42	324	322	Lenox,	1-10
272	289	Tolland,	1-42	322	323	Williamsburg, .	1-10
293	290	Southampton, .	1-41	323	324	Dalton,	1-09
294	291	Belmont,	1-40	325	325	Royalston, . . .	1-09
292	292	Peru,	1-40	299	326	Shrewsbury, . .	1-08
295	293	Newbury,	1-39	328	327	Boston,	1-06
297	294	Sudbury,	1-39	310	328	Dunstable, . . .	1-01
296	295	Northboro', . .	1-37	332	329	Hancock,	1-01
252	296	Sherborn, . . .	1-37	89	330	Gardner,	1-00
305	297	Easthampton, .	1-35	331	331	New Ashford, . .	0-89
266	298	Blandford, . . .	1-34	330	332	Richmond, . . .	0-82
315	299	Pittsfield, . . .	1-34	333	333	Bernardston, . .	0-67
304	300	West Cambridge,	1-34	334	334	Southwick, . . .	0-54

GRADUATED TABLES—SECOND SERIES.

In which all the Towns in the respective Counties in the State are numerically arranged, according to the Percentage of their taxable property, appropriated for the support of Public Schools, for the year 1861-2.

SUFFOLK COUNTY.

For 1860-61.	For 1861-2.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1860-61.	For 1861-2.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	CHELSEA, . . .	\$.003-68	3	3	North Chelsea, . . .	\$.001-81
2	2	Winthrop, . . .	1-83	4	4	Boston, . . .	1-06

ESSEX COUNTY.

1	1	MARBLEHEAD, .	\$.003-17	28	18	Essex,	\$.001-93
3	2	Gloucester, . .	3-13	18	19	Newburyport, . .	1-90
5	3	Georgetown, . .	2-74	19	20	Haverhill, . . .	1-84
4	4	Danvers,	2-73	20	21	Bradford,	1-80
7	5	South Danvers, .	2-53	21	22	Hamilton,	1-78
6	6	Nahant,	2-48	22	23	Salisbury,	1-71
8	7	Ipswich,	2-43	23	24	Groveland,	1-65
17	8	Beverly,	2-39	27	25	Lynnfield,	1-61
10	9	Middleton, . . .	2-35	25	26	W. Newbury, . .	1-60
2	10	Lynn,	2-34	26	27	Salem,	1-56
9	11	Amesbury, . . .	2-30	29	28	Andover,	1-49
11	12	Swampscott, . .	2-20	15	29	Rockport,	1-49
13	13	Lawrence, . . .	2-10	31	30	Boxford,	1-48
12	14	Manchester, . .	2-10	30	31	North Andover, .	1-46
14	15	Saugus,	2-08	32	32	Wenham,	1-45
24	16	Rowley,	2-06	33	33	Newbury,	1-39
16	17	Methuen,	1-95	34	34	Topsfield,	1-28

MIDDLESEX COUNTY.

2	1	CHARLESTOWN, .	\$.002-93	6	5	Framingham, . .	\$.002-60
10	2	Marlborough, . .	2-88	11	6	Groton,	2-59
4	3	Malden,	2-82	1	7	Stoneham,	2-57
22	4	Tyngsborough, .	2-79	13	8	Hopkinton, . . .	2-56

MIDDLESEX COUNTY—CONTINUED.

For 1860-61.	For 1861-2.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1860-61.	For 1861-2.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
3	9	Somerville, . . .	\$.002-56	12	31	Reading, . . .	\$.001-97
5	10	Melrose, . . .	2-51	46	32	Shirley, . . .	1-96
17	11	Ashland, . . .	2-50	31	33	Littleton, . . .	1-95
7	12	Natick, . . .	2-46	24	34	Carlisle, . . .	1-90
8	13	Wayland, . . .	2-46	36	35	Brighton, . . .	1-87
9	14	Townsend, . . .	2-41	33	36	Lincoln, . . .	1-85
14	15	Bedford, . . .	2-34	34	37	Lexington, . . .	1-81
16	16	Holliston, . . .	2-33	35	38	Ashby, . . .	1-80
15	17	South Reading, . . .	2-31	37	39	Westford, . . .	1-76
18	18	Winchester, . . .	2-28	38	40	Billerica, . . .	1-73
19	19	Boxborough, . . .	2-25	39	41	Dracut, . . .	1-67
21	20	Tewksbury, . . .	2-25	40	42	Waltham, . . .	1-66
20	21	Lowell, . . .	2-15	41	43	Wilmington, . . .	1-63
30	22	Watertown, . . .	2-13	45	44	Medford, . . .	1-62
27	23	Newton, . . .	2-10	44	45	Weston, . . .	1-56
28	24	Stow, . . .	2-10	47	46	Chelmsford, . . .	1-46
23	25	Acton, . . .	2-07	48	47	Burlington, . . .	1-42
26	26	Cambridge, . . .	2-06	49	48	Belmont, . . .	1-40
32	27	Woburn, . . .	2-03	50	49	Sudbury, . . .	1-39
29	28	North Reading, . . .	1-99	42	50	Sherborn, . . .	1-37
43	29	Pepperell, . . .	1-99	51	51	W. Cambridge, . . .	1-34
25	30	Concord, . . .	1-98	52	52	Dunstable, . . .	1-01

WORCESTER COUNTY.

15	1	MILFORD, . . .	\$.002-69	21	22	Winchendon, . . .	\$.002-13
4	2	Upton, . . .	2-63	24	23	Southborough, . . .	2-10
2	3	Athol, . . .	2-59	27	24	Harvard, . . .	2-05
6	4	Clinton, . . .	2-54	48	25	Auburn, . . .	2-04
3	5	Hubbardston, . . .	2-51	28	26	Holden, . . .	2-01
5	6	Dana, . . .	2-48	35	27	Spencer, . . .	2-01
11	7	Webster, . . .	2-39	29	28	Fitchburg, . . .	1-99
7	8	Phillipston, . . .	2-38	1	29	Rutland, . . .	1-97
10	9	Grafton, . . .	2-37	30	30	Brookfield, . . .	1-96
20	10	Paxton, . . .	2-37	42	31	Charlton, . . .	1-95
9	11	Lancaster, . . .	2-36	36	32	Worcester, . . .	1-93
23	12	Northbridge, . . .	2-32	49	33	Blackstone, . . .	1-91
12	13	Bolton, . . .	2-31	32	34	Sutton, . . .	1-91
13	14	Ashburnham, . . .	2-26	34	35	Leicester, . . .	1-86
25	15	Millbury, . . .	2-22	31	36	Leominster, . . .	1-83
26	16	Southbridge, . . .	2-22	38	37	Petersham, . . .	1-79
16	17	Templeton, . . .	2-20	39	38	Sturbridge, . . .	1-79
18	18	Oakham, . . .	2-16	22	39	Westborough, . . .	1-79
19	19	Oxford, . . .	2-16	51	40	Berlin, . . .	1-77
33	20	Westminster, . . .	2-15	40	41	Dudley, . . .	1-75
52	21	W. Boylston, . . .	2-14	50	42	Sterling, . . .	1-74

SCHOOL RETURNS.

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WORCESTER COUNTY—CONTINUED.

For 1860-61.	For 1861-2.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1860-61.	For 1861-2.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
41	43	Uxbridge, . . .	\$.001-74	47	51	Mendon, . . .	\$.001-56
37	44	Barre, . . .	1-71	53	52	New Braintree, .	1-51
43	45	W. Brookfield, .	1-71	55	53	Northborough, .	1-37
8	46	N. Brookfield, .	1-69	17	54	Warren, . . .	1-31
54	47	Princeton, . . .	1-63	57	55	Boylston, . . .	1-28
44	48	Lunenburg, . . .	1-64	58	56	Royalston, . . .	1-09
45	49	Hardwick, . . .	1-61	56	57	Shrewsbury, . .	1-08
46	50	Douglas, . . .	1-57	14	58	Gardner, . . .	1-00

HAMPSHIRE COUNTY.

1	1	PELHAM, . . .	\$.002-87	8	13	Northampton, .	\$.001-76
2	2	Greenwich, . . .	2-60	14	14	Worthington, .	1-73
4	3	Ware, . . .	2-52	15	15	Enfield, . . .	1-71
3	4	South Hadley, .	2-40	16	16	Chesterfield, .	1-68
6	5	Cummington, .	2-23	17	17	Westhampton, .	1-68
5	6	Goshen, . . .	2-22	9	18	Middlefield, .	1-59
7	7	Granby, . . .	2-10	19	19	Southampton, .	1-41
11	8	Prescott, . . .	2-04	20	20	Easthampton, .	1-35
13	9	Huntington, .	2-03	18	21	Hadley, . . .	1-28
23	10	Amherst, . . .	2-02	21	22	Hatfield, . . .	1-20
10	11	Belchertown, .	1-88	22	23	Williamsburg, .	1-10
12	12	Plainfield, . .	1-82				

HAMPDEN COUNTY.

1	1	CHICOPEE, . . .	\$.003-25	11	12	Chester, . . .	\$.001-75
5	2	Wilbraham, . . .	2-47	14	13	Agawam, . . .	1-73
2	3	Palmer, . . .	2-40	12	14	Brimfield, . . .	1-71
3	4	Springfield, . .	2-09	19	15	Wales, . . .	1-71
10	5	Ludlow, . . .	2-04	13	16	Holland, . . .	1-70
4	6	Russell, . . .	2-02	15	17	Monson, . . .	1-63
16	7	Westfield, . . .	1-96	18	18	Tolland, . . .	1-42
8	8	Holyoke, . . .	1-92	17	19	Blandford, . . .	1-34
6	9	Montgomery, . .	1-92	20	20	W. Springfield, .	1-19
7	10	Granville, . . .	1-91	21	21	Southwick, . . .	0-54
9	11	Longmeadow, . .	1-80				

FRANKLIN COUNTY.

1	1	ERVING, . . .	\$.003-33	4	4	Shutesbury, . .	\$.002-71
2	2	Deerfield, . . .	2-95	6	5	Sunderland, . .	2-46
3	3	New Salem, . .	2-87	8	6	Montague, . . .	2-42

BOARD OF EDUCATION.

FRANKLIN COUNTY—CONTINUED.

For 1860-61.	For 1861-2.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1860-61.	For 1861-2.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
7	7	Greenfield, . . .	\$.002-35	17	17	Coleraine, . . .	\$.001-80
9	8	Heath,	2-35	18	18	Northfield, . . .	1-78
10	9	Warwick,	2-34	16	19	Conway,	1-72
11	10	Rowe,	2-24	19	20	Ashfield,	1-65
5	11	Hawley,	2-22	20	21	Leyden,	1-64
12	12	Orange,	2-21	22	22	Gill,	1-58
14	13	Wendell,	2-15	23	23	Charlemont, . . .	1-53
15	14	Leverett,	2-05	25	24	Shelburne,	1-46
13	15	Buckland,	2-01	24	25	Monroe,	1-16
21	16	Whately,	1-84	26	26	Bernardston, . . .	0-67

BERKSHIRE COUNTY.

1	1	FLORIDA,	\$.002-93	18	17	Hinsdale,	\$.001-52
8	2	N. Marlborough, .	2-48	13	18	Windsor,	1-48
3	3	Otis,	2-34	17	19	Peru,	1-40
5	4	Monterey,	2-14	22	20	Pittsfield,	1-34
4	5	Sandisfield, . . .	2-07	19	21	W. Stockbridge, .	1-33
6	6	Tyringham,	2-05	21	22	Lanesborough, . .	1-32
7	7	Washington, . . .	2-00	28	23	Williamstown, . .	1-28
12	8	Savoy,	1-92	20	24	Alford,	1-25
11	9	Becket,	1-91	23	25	Stockbridge, . . .	1-23
9	10	Mt. Washington, .	1-89	2	26	Lee,	1-20
10	11	Clarksburg,	1-86	26	27	Lenox,	1-10
27	12	Gt. Barrington, . .	1-63	25	28	Dalton,	1-09
15	13	Cheshire,	1-55	31	29	Hancock,	1-01
16	14	Egremont,	1-55	30	30	New Ashford, . . .	0-89
24	15	Sheffield,	1-54	29	31	Richmond,	0-82
14	16	Adams,	1-52				

NORFOLK COUNTY.

1	1	DEDHAM,	\$.002-86	11	13	Cohasset,	\$.002-06
3	2	Bellingham,	2-83	17	14	Foxborough, . . .	2-02
2	3	Weymouth,	2-81	14	15	Roxbury,	2-02
5	4	Wrentham,	2-66	16	16	Franklin,	1-97
4	5	Stoughton,	2-56	18	17	Needham,	1-81
13	6	Dover,	2-41	12	18	Medway,	1-65
6	7	Braintree,	2-37	19	19	Milton,	1-62
7	8	Quincy,	2-33	20	20	Canton,	1-59
8	9	Walpole,	2-32	21	21	W. Roxbury, . . .	1-54
10	10	Randolph,	2-23	22	22	Brookline,	1-44
9	11	Dorchester,	2-21	23	23	Medfield,	1-33
15	12	Sharon,	2-20				

SCHOOL RETURNS.

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BRISTOL COUNTY.

For 1860-61.	For 1861-2.	TOWNS.	Percentage of Value appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1860-61.	For 1861-2.	TOWNS.	Percentage of Value appropriated to Public Schools—equivalent to mills and hundredths of mills.
2	1	BERKLEY, . . .	\$.003-15	14	11	Somerset, . . .	\$.001-64
1	2	Acushnet, . . .	2-55	7	12	Swansey, . . .	1-54
5	3	Easton, . . .	2-35	8	13	Rehoboth, . . .	1-51
3	4	Attleborough, . . .	2-12	17	14	Seekonk, . . .	1-51
4	5	Mansfield, . . .	2-07	16	15	Fall River, . . .	1-46
12	6	Taunton, . . .	2-07	15	16	New Bedford, . . .	1-46
6	7	Freetown, . . .	1-87	19	17	Raynham, . . .	1-31
9	8	Dighton, . . .	1-84	18	18	Westport, . . .	1-27
10	9	Norton, . . .	1-83	13	19	Fairhaven, . . .	1-25
11	10	Pawtucket, . . .	1-75	20	20	Dartmouth, . . .	1-19

PLYMOUTH COUNTY.

1	1	PLYMOUTH, . . .	\$.003-19	10	14	Rochester, . . .	\$.001-86
3	2	Halifax, . . .	2-18	16	15	Hanson, . . .	1-85
4	3	Plympton, . . .	2-18	17	16	South Scituate, . . .	1-84
13	4	Marshfield, . . .	2-16	18	17	W. Bridgewater, . . .	1-83
6	5	Scituate, . . .	2-12	20	18	Hanover, . . .	1-70
7	6	Lakeville, . . .	2-10	2	19	Wareham, . . .	1-63
8	7	Duxbury, . . .	2-09	21	20	N. Bridgewater, . . .	1-61
9	8	Carver, . . .	2-04	22	21	Bridgewater, . . .	1-60
11	9	Middleborough, . . .	1-99	19	22	Hull, . . .	1-56
5	10	Abington, . . .	1-98	23	23	Kingston, . . .	1-53
12	11	Hingham, . . .	1-91	24	24	Marion, . . .	1-28
14	12	Pembroke, . . .	1-89	25	25	Mattapoisett, . . .	1-23
15	13	E. Bridgewater, . . .	1-88				

BARNSTABLE COUNTY.

1	1	TRURO, . . .	\$.003-93	8	8	Sandwich, . . .	\$.002-43
2	2	Orleans, . . .	3-69	9	9	Provincetown, . . .	2-37
4	3	Chatham, . . .	3-39	11	10	Brewster, . . .	2-20
6	4	Eastham, . . .	3-18	10	11	Yarmouth, . . .	2-15
3	5	Wellfleet, . . .	2-99	12	12	Dennis, . . .	1-80
5	6	Harwich, . . .	2-97	13	13	Falmouth, . . .	1-75
7	7	Barnstable, . . .	2-45				

DUKES COUNTY.

1	1	TISBURY, . . .	\$.002-13	3	3	Chilmark, . . .	\$.001-19
2	2	Edgartown, . . .	1-46				

NANTUCKET COUNTY.

NANTUCKET,							\$.002-24
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BOARD OF EDUCATION.

A GRADUATED TABLE—SECOND SERIES.

The different Counties in the State numerically arranged, according to the Percentage of their taxable property, appropriated for the support of Public Schools, for the year 1860-61.

For 1860-61.	COUNTIES.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Amount of money raised by taxes for the support of Public Schools.	Income of Surplus Revenue, and of similar funds, appropriated for Public Schools.	TOTAL.	Valuation of 1860.	Amount contributed for board and fuel.
For 1861-2.							
2	BARNSTABLE,	\$.002-51	\$31,220 20	\$476 61	\$31,696 81	\$12,621,201 00	\$3,103 71
1	Nantucket,	2-24	8,691 64	—	8,691 64	3,875,598 00	—
3	Middlesex,	2-18	295,650 21	—	295,650 21	135,458,009 00	218 79
5	Franklin,	2-08	25,423 86	436 86	25,860 72	12,448,961 00	5,065 26
4	Essex,	2-06	172,908 47	1,234 12	174,192 59	84,637,837 00	9 50
8	Hampden,	2-05	52,740 00	1,175 23	53,915 23	26,232,663 00	4,636 25
7	Norfolk,	2-02	173,937 46	1,071 48	175,008 94	86,800,899 00	314 25
6	Plymouth,	1-98	57,302 46	394 18	57,696 64	29,160,937 00	1,161 50
9	Worcester,	1-97	147,508 10	860 63	148,368 73	75,412,160 00	1,172 18
10	Hampshire,	1-80	31,540 00	425 59	31,965 59	17,737,649 00	4,206 30
11	Dukes,	1-62	4,710 68	—	4,710 68	2,908,194 00	—
12	Bristol,	1-60	104,889 45	1,032 53	105,921 98	66,294,256 00	1,284 75
13	Berkshire,	1-46	34,568 48	834 74	35,403 22	24,186,962 00	8,977 89
14	Suffolk,	1-12	359,410 12	—	359,410 12	320,000,000 00	—
AGGREGATE FOR THE STATE.							
14 Counties,	.	\$.001-68	\$1,500,501 13	\$7,991 97	\$1,508,493 10	\$897,795,326 00	\$30,150 38

SCHOOL RETURNS.

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*Arrangement of the Counties, according to their Appropriations, including
Voluntary Contributions.*

If the Counties are numerically arranged, according to the percentage of their valuations appropriated for public schools, voluntary contributions of board and fuel being added to the sum raised by tax and to the income of the Surplus Revenue, as severally given in the previous Table, the order of precedence will be as follows:—

For 1860-61.	For 1861-2.	COUNTIES.	Percentage of Valuation equivalent to mills and hundredths of mills.
1	1	BARNSTABLE,	\$.002-67
3	2	Franklin,	2-48
2	3	Nantucket,	2-24
4	4	Hampden,	2-23
5	5	Middlesex,	2-18
6	6	Essex,	2-06
9	7	Hampshire,	2-04
8	8	Norfolk,	2-02
7	9	Plymouth,	2-02
10	10	Worcester,	1-98
11	11	Berkshire,	1-83
13	12	Dukes,	1-62
12	13	Bristol,	1-62
14	14	Suffolk,	1-12
Aggregate for the State,			\$.001-71

GRADUATED TABLES—THIRD SERIES.

The following Table exhibits the ratio of the mean average attendance in each town to the whole number of children between 5 and 15, according to the returns. The mean average is found by adding the average attendance in Summer to the average attendance in Winter, and dividing the amount by 2. The fraction (five-tenths), when it occurs in dividing by 2, is reckoned, but is not expressed in the column giving the mean average. In some cases the true mean average is not obtained by this process, for reasons peculiar to the schools of some towns. In such cases school committees were requested to indicate in their returns the true mean average, that their result may be inserted in the Table.

The ratio is expressed in decimals, continued to four figures, the first two of which are separated from the last two by a point, as only the two former are essential to denote the real per cent. Yet the ratios of many towns are so nearly equal, or the difference is so small a fraction, that the first two decimals, with the appropriate mathematical sign appended, indicate no distinction. The continuation of the decimals, therefore, is simply to indicate a priority in cases where, without such continuation, the ratios would appear to be precisely similar.

In several cases the ratio of attendance exhibited in the Table is over 100 per cent. These results, supposing the registers to have been properly kept, and the returns correctly made, are to be thus explained:—the mean average attendance upon all Public Schools, being compared with the whole number of children in the town between 5 and 15, the result may be over 100 per cent., because the attendance of children under 5 and over 15, may more than compensate for the absence of children between those ages.

GRADUATED TABLES—THIRD SERIES.

Table, in which all the Towns in the State are numerically arranged, according to the AVERAGE ATTENDANCE of their children upon the Public Schools, for the year 1861-2.

TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1 TYNGSBORO',	113	149	1.32-30	34 Gill, . . .	144	131	.91-32
2 Dunstable, .	62	76	1.23-39	35 Auburn, . .	178	162	.91-29
3 Monroe, . .	42	50	1.20-24	36 Westboro', .	535	488	.91-21
4 Amherst, . .	540	597	1.10-65	37 Athol, . . .	561	510	.90-91
5 Boxborough, .	86	90	1.05-23	38 Hanson, . . .	242	220	.90-91
6 Greenwich, .	107	111	1.04-21	39 Boylston, . .	169	153	.90-83
7 Mendon, . .	268	278	1.03-92	40 Holliston, . .	649	589	.90-76
8 Oakham, . .	172	178	1.03-78	41 Sherborn, . .	227	206	.90-75
9 Northboro', .	239	241	1.01-05	42 Phillipston, .	161	146	.90-68
10 Rutland, . .	217	217	1.00-23	43 N.Brookfield, .	523	474	.90-63
11 Hubbardston, .	353	353	1.00-00	44 Framingham, .	787	710	.90-28
12 Upton, . . .	331	328	.99-09	45 Raynham, . .	289	260	.90-14
13 Southwick, .	210	207	.98-57	46 Holden, . . .	374	337	.90-11
14 Carlisle, . .	108	104	.96-30	47 Wendell, . .	131	118	.90-08
15 Warwick, . .	203	195	.96-06	48 Lexington, . .	386	347	.90-03
16 Dracut, . . .	291	279	.96-05	49 Hopkinton, . .	796	716	.90-01
17 Dana, . . .	197	187	.95-18	50 Fairhaven, . .	563	506	.89-96
18 Lynnfield, . .	140	133	.95-00	51 Bedford, . . .	154	138	.89-94
19 Uxbridge, . .	497	470	.94-57	52 New Salem, .	250	224	.89-80
20 Bellingham, .	278	262	.94-42	53 Rehoboth, . .	408	365	.89-58
21 Petersham, . .	276	260	.94-38	54 Easton, . . .	623	556	.89-25
22 Berlin, . . .	194	182	.94-07	55 Walpole, . . .	330	294	.89-24
23 Sudbury, . .	290	272	.93-97	56 Wales, . . .	120	107	.89-17
24 Ashby, . . .	201	188	.93-78	57 Medway, . . .	569	507	.89-10
25 Coleraine, . .	360	337	.93-61	58 Falmouth, . .	463	411	.88-88
26 Orange, . . .	333	311	.93-54	59 Pepperell, . .	310	275	.88-71
27 Paxton, . . .	131	122	.93-51	60 Chelmsford, .	418	370	.88-64
28 W. Roxbury, .	971	908	.93-51	61 Essex, . . .	283	250	.88-52
29 Cummington, .	190	177	.93-42	62 Orleans, . . .	348	308	.88-51
30 Plainfield, . .	98	91	.92-86	63 Hatfield, . . .	243	215	.88-48
31 Nahant, . . .	81	75	.92-59	64 Bolton, . . .	275	241	.87-82
32 Boxford, . . .	214	196	.91-59	65 Weston, . . .	227	199	.87-67
33 Tisbury, . . .	407	372	.91-52	66 N.Braintree, .	162	141	.87-35

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
67	Ashburnham,	454	396	.87-33	115	Sunderland,	205	169	.82-44
68	Lincoln, . .	134	117	.87-31	116	Bernardston,	176	144	.82-10
69	Nantucket, .	1,031	899	.87-25	117	Acton, . .	393	322	.82-06
70	Littleton, .	191	166	.87-17	118	Carver, . .	208	170	.81-97
71	Lunenburg,	222	193	.87-16	119	Barre, . .	529	433	.81-95
72	Ludlow, . .	254	221	.87-01	120	Peru, . .	94	77	.81-91
73	Kingston, .	294	255	.86-90	121	Hardwick, .	324	265	.81-79
74	Truro, . .	331	331	.86-88	122	Ashland, .	275	224	.81-64
75	Northfield, .	354	307	.86-86	123	Brookfield, .	408	333	.81-62
76	Lakeville, .	205	178	.86-83	124	Franklin, .	435	355	.81-61
77	Harvard, .	271	235	.86-72	125	Randolph, .	1,280	1,043	.81-48
78	W. Brookfield	294	254	.86-56	126	Reading, .	561	457	.81-46
79	Belmont, .	200	173	.86-50	127	Winchester,	384	312	.81-38
80	Templeton, .	501	433	.86-43	128	Georgetown,	396	322	.81-31
81	Monson, . .	464	400	.86-21	129	Scituate, .	433	352	.81-29
82	Williamsburg	365	314	.86-16	130	Waltham, .	1,127	916	.81-28
83	S. Reading,	592	510	.86-15	131	Provincetown	660	536	.81-21
84	E. Bridgewater,	633	545	.86-10	132	Cohasset, .	379	307	.81-13
85	Lowell, . .	5,712	4,879	.85-42	133	Natick, . .	850	689	.81-12
86	Gardner, . .	497	424	.85-41	134	Belchertown,	545	442	.81-10
87	Royalston, .	324	276	.85-34	135	Bridgewater,	650	527	.81-08
88	Tewksbury,	232	198	.85-34	136	Charlestown,	4,496	3,643	.81-04
89	S. Hadley, .	421	359	.85-27	137	Leicester, .	522	423	.81-03
90	Fitchburg, .	1,306	1,113	.85-22	138	Seekonk, .	453	367	.81-02
91	Wilmington,	162	138	.85-19	139	Swampscott,	300	243	.81-00
92	Groton, . .	575	488	.84-96	140	Marblehead,	1,443	1,168	.80-98
93	Princeton, .	265	225	.84-91	141	Mansfield, .	421	340	.80-88
94	Marion, . .	193	163	.84-72	142	Swanzy, . .	266	215	.80-83
95	N. Bedford,	3,735	3,162	.84-66	143	Leverett, .	216	174	.80-79
96	Chelsea, . .	2,658	2,249	.84-63	144	Lancaster, .	380	306	.80-66
97	Somerville, .	1,565	1,324	.84-60	145	Norton, . .	397	320	.80-60
98	Medfield, .	165	139	.84-54	146	Otis, . . .	180	145	.80-56
99	Duxbury, .	467	393	.84-26	147	Chicopee, .	1,249	1,004	.80-38
100	Leominster,	685	576	.84-16	148	S. Scituate, .	354	284	.80-37
101	Edgartown,	372	313	.84-14	149	Wrentham, .	664	533	.80-35
102	Wayland, .	241	202	.84-02	150	Whately, .	178	143	.80-34
103	Weymouth,	1,515	1,272	.83-96	151	Heath, . .	141	113	.80-14
104	Warren, . .	342	287	.83-92	152	Dedham, . .	1,149	920	.80-11
105	Plymouth, .	1,303	1,090	.83-65	153	Worcester, .	4,304	3,441	.79-95
106	Montague, .	362	302	.83-56	154	Barnstable, .	1,023	815	.79-72
107	Brookline, .	836	698	.83-55	155	Brighton, .	719	573	.79-69
108	Southboro', .	327	273	.83-49	156	Foxborough,	474	377	.79-64
109	Eastham, .	145	121	.83-45	157	Amesbury, .	702	559	.79-63
110	Shirley, . .	250	208	.83-40	158	Halifax, . .	152	121	.79-61
111	Charlton, .	399	332	.83-33	159	Quincy, . .	1,420	1,129	.79-54
112	Winchendon,	500	415	.83-00	160	Ashfield, .	275	218	.79-45
113	Stow, . . .	324	268	.82-87	161	Sterling, . .	355	281	.79-30
114	Rochester, .	230	190	.82-83	162	Westford, .	280	222	.79-29

SCHOOL RETURNS.

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TOWNS.				TOWNS.					
		No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.
163	Yarmouth, .	532	421	.79-23	211	Needham, .	538	407	.75-74
164	Chatham, .	624	493	.79-09	212	Malden, . .	1,139	861	.75-59
165	Melrose, . .	475	375	.79-05	213	Townsend, .	373	281	.75-34
166	Florida, . .	136	107	.79-04	214	Pembroke, .	275	207	.75-27
167	Erving, . . .	123	97	.78-86	215	Ipswich, . .	619	465	.75-20
168	N. Reading, .	229	180	.78-82	216	W. Bridgew'r,	375	282	.75-20
169	Danvers, . .	992	781	.78-78	217	Hamilton, .	159	119	.75-16
170	Chesterfield, .	174	137	.78-74	218	Douglas, . .	500	374	.74-90
171	Methuen, . .	473	372	.78-65	219	Concord, . .	447	334	.74-83
172	Dorchester, .	1,944	1,528	.78-63	220	Saugus, . . .	423	316	.74-82
173	Huntington, .	248	195	.78-63	221	Shrewsbury, .	320	238	.74-53
174	Braintree, . .	720	565	.78-47	222	Richmond, .	186	138	.74-19
175	Haverhill, . .	1,636	1,283	.78-45	223	Andover, . .	868	642	.74-02
176	Dighton, . .	350	274	.78-29	224	Granby, . . .	152	112	.74-01
177	Spencer, . . .	612	479	.78-27	225	Northbridge, .	547	404	.73-95
178	Wenham, . . .	216	169	.78-24	226	Newton, . . .	1,587	1,171	.73-82
179	Middleton, . .	204	159	.78-19	227	Rowley, . . .	256	188	.73-63
180	Cambridge, . .	5,201	4,065	.78-17	228	Winthrop, . .	104	76	.73-56
181	Abington, . .	1,755	1,371	.78-15	229	Roxbury, . .	5,349	3,928	.73-43
182	Brewster, . .	290	226	.77-93	230	Middlefield, .	152	112	.73-36
183	Tolland, . . .	115	89	.77-83	231	Canton, . . .	687	503	.73-22
184	Stoughton, . .	1,014	788	.77-71	232	Hanover, . . .	306	224	.73-20
185	Westminster, .	406	315	.77-71	233	Leyden, . . .	160	117	.73-13
186	Prescott, . . .	114	88	.77-63	234	Enfield, . . .	219	160	.73-06
187	N. Chelsea, . .	156	121	.77-56	235	Acushnet, . .	312	227	.72-92
188	Sturbridge, . .	438	339	.77-51	236	Burlington, .	105	76	.72-86
189	Sutton,	513	397	.77-49	237	Dover,	157	114	.72-61
190	Holyoke, . . .	860	666	.77-44	238	Springfield, .	2,688	1,951	.72-58
191	Cambridge, . .	488	377	.77-36	239	S. Danvers, .	1,321	958	.72-56
192	Worthington, .	254	196	.77-36	240	Shelburne, . .	272	197	.72-43
193	Shutesbury, .	170	131	.77-35	241	Buckland, . .	424	306	.72-29
194	Hadley,	355	274	.77-32	242	Wareham, . .	727	525	.72-28
195	Hawley,	123	95	.77-24	243	Newbury, . .	283	204	.72-08
196	Woburn, . . .	1,339	1,033	.77-18	244	Egremont, . .	186	134	.72-04
197	Holland, . . .	94	72	.77-13	245	Chilmark, . .	143	103	.72-03
198	Brimfield, . .	266	205	.77-07	246	Greenfield, .	619	445	.71-89
199	Watertown, . .	686	528	.77-04	247	W. Boylston, .	554	397	.71-75
200	Attleboro', . .	1,158	889	.76-77	248	Beverly, . . .	1,157	828	.71-56
201	Marshfield, . .	398	305	.76-63	249	Southampton, .	226	161	.71-46
202	Deerfield, . .	651	498	.76-57	250	Goshen, . . .	82	58	.71-34
203	Gloucester, . .	2,250	1,716	.76-29	251	Millbury, . .	700	499	.71-29
204	W. Newbury, .	430	328	.76-28	252	Dennis, . . .	818	583	.71-27
205	Taunton, . . .	3,000	2,284	.76-15	253	Manchester, .	381	271	.71-26
206	Boston,	31678	24113	.76-12	254	Chester, . . .	274	195	.71-17
207	Middleboro', .	920	700	.76-09	255	Ware,	724	515	.71-13
208	Windsor, . . .	186	141	.76-08	256	Blandford, . .	256	182	.71-09
209	Medford, . . .	1,018	773	.75-93	257	Pelham, . . .	155	110	.70-97
210	Plympton, . .	222	168	.75-90	258	Berkley, . . .	207	146	.70-87

TOWNS.				TOWNS.					
	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		
259	W. Stockb'e,	355	251	.70-85	298	Groveland, .	267	173	.64-98
260	Sharon, . .	262	185	.70-80	299	Webster, .	572	370	.64-77
261	Freetown, .	342	241	.70-47	300	Salisbury, .	738	477	.64-70
262	Harwich, .	837	589	.70-43	301	Topsfield, .	254	164	.64-57
263	Oxford, . .	625	439	.70-32	302	Rowe, . .	165	106	.64-55
264	Westport, .	600	420	.70-00	303	Newburyport	2,681	1,719	.64-12
265	Hinsdale, .	270	188	.69-81	304	Dartmouth, .	769	493	.64-11
266	Monterey, .	160	111	.69-69	305	Pittsfield, .	1,588	1,015	.63-92
267	Hingham, .	752	524	.69-68	306	Mattapoissett,	280	178	.63-75
268	Westfield, .	926	643	.69-49	307	Longmeadow	263	165	.62-93
269	Dudley, . .	366	254	.69-40	308	N. Marlboro',	382	240	.62-83
270	Hancock, .	175	121	.69-14	309	Wilbraham, .	419	261	.62-41
271	W.Springf'd,	395	273	.69-11	310	Stoneham, .	528	329	.62-31
272	Lynn, . .	3,871	2,672	.69-04	311	Dalton, . .	242	148	.61-36
273	Wellfleet, .	543	374	.68-97	312	Southbridge,	914	558	.61-11
274	Milford, . .	1,977	1,362	.68-89	313	Lee, . . .	875	532	.60-80
275	Russell, . .	139	95	.68-71	314	Savoy, . .	207	124	.59-90
276	Rockport, .	701	481	.68-62	315	Adams, . .	1,360	807	.59-88
277	Charlemont,	242	166	.68-60	316	Stockbridge,	390	231	.59-36
278	Palmer, . .	849	582	.68-55	317	Bradford, .	300	177	.59-17
279	Agawam, . .	294	201	.68-37	318	Alford, . .	132	78	.59-09
280	N.Bridgew'r,	1,271	868	.68-29	319	Cheshire, .	346	203	.58-82
281	Montgomery,	85	57	.67-65	320	Granville, .	278	163	.58-63
282	Tyringham, .	156	105	.67-63	321	Fall River, .	3,091	1,810	.58-56
283	Marlboro', .	1,129	762	.67-54	322	Somerset, .	371	215	.57-95
284	Gt.Barringt'n	659	444	.67-45	323	N. Ashford, .	44	25	.57-95
285	Sandwich, .	970	653	.67-32	324	Easthampton,	380	218	.57-50
286	Billerica, .	394	265	.67-26	325	Lanesboro', .	282	162	.57-45
287	Blackstone, .	960	643	.67-03	326	Pawtucket, .	852	489	.57-45
288	Conway, . .	377	251	.66-71	327	Williamstown	552	308	.55-80
289	Clinton, . .	756	504	.66-67	328	Clarksburg, .	89	49	.55-06
290	Grafton, . .	875	581	.66-46	329	Hull, . . .	46	25	.54-35
291	Northampton,	1,333	882	.66-17	330	Sheffield, .	612	331	.54-08
292	Becket, . .	350	231	.66-00	331	Salem, . .	3,881	2,077	.53-52
293	Washington, .	225	148	.66-00	332	Lawrence, .	3,210	1,633	.50-87
294	Westhampton	119	78	.65-97	333	Mt.Washing'n	83	41	.49-40
295	Sandisfield, .	309	203	.65-86	334	Lenox, . .	431	200	.46-52
296	N. Andover, .	476	312	.65-55		Marshpee, .	64	38	.59-38
297	Milton, . .	570	371	.65-09					

GRADUATED TABLES—THIRD SERIES.

Table, in which all the Towns in the respective Counties in the State, are numerically arranged, according to the mean average attendance of their children upon the Public Schools, for the year 1861-2.

[For an explanation of the principle on which these Tables are constructed, see *ante* p. 74.]

SUFFOLK COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	CHELSEA, .	2,658	2,249	.84-63	3	Boston, . .	31678	24113	.76-12
2	N. Chelsea, .	156	121	.77-56	4	Winthrop, .	104	76	.73-56

ESSEX COUNTY.

1	LYNNFIELD,	140	133	.95-00	18	Saugus, . .	423	316	.74-82
2	Nahant, . .	81	75	.92-59	19	Andover, .	868	642	.74-02
3	Boxford, . .	214	196	.91-59	20	Rowley, . .	256	188	.73-63
4	Essex, . .	283	250	.88-52	21	S. Danvers, .	1,321	958	.72-56
5	Georgetown, .	396	322	.81-31	22	Newbury, .	283	204	.72-08
6	Swampscott, .	300	243	.81-00	23	Beverly, . .	1,157	828	.71-56
7	Marblehead, .	1,443	1,168	.80-98	24	Manchester, .	381	271	.71-26
8	Amesbury, .	702	559	.79-63	25	Lynn, . .	3,871	2,672	.69-04
9	Danvers, . .	992	781	.78-78	26	Rockport, .	701	481	.68-62
10	Methuen, . .	473	372	.78-65	27	N. Andover, .	476	312	.65-55
11	Haverhill, .	1,636	1,283	.78-45	28	Groveland, .	267	173	.64-98
12	Wenham, . .	216	169	.78-24	29	Salisbury, .	738	477	.64-70
13	Middleton, .	204	159	.78-19	30	Topsfield, .	254	164	.64-57
14	Gloucester, .	2,250	1,716	.76-29	31	Newburyport	2,681	1,719	.64-12
15	W. Newbury, .	430	328	.76-28	32	Bradford, .	300	177	.59-17
16	Ipswich, . .	619	465	.75-20	33	Salem, . .	3,881	2,077	.53-52
17	Hamilton, .	159	119	.75-16	34	Lawrence, .	3,210	1,633	.50-87

BOARD OF EDUCATION.

MIDDLESEX COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	TYNGSBORO'	113	149	1.32-30	27	Shirley, . .	250	208	.83-40
2	Dunstable, .	62	76	1.23-39	28	Stow, . .	324	268	.82-87
3	Boxborough,	86	90	1.05-23	29	Acton, . .	393	322	.82-06
4	Carlisle, . .	108	104	.96-30	30	Ashland, .	275	224	.81-64
5	Dracut, . .	291	279	.96-05	31	Reading, .	561	457	.81-46
6	Sudbury, . .	290	272	.93-97	32	Winchester,	384	312	.81-38
7	Ashby, . .	201	188	.93-78	33	Waltham, .	1,127	916	.81-28
8	Holliston, .	649	589	.90-76	34	Natick, . .	850	689	.81-12
9	Sherborn, .	227	206	.90-75	35	Charlestown,	4,496	3,643	.81-04
10	Framingham	787	710	.90-28	36	Brighton, .	719	573	.79-69
11	Lexington, .	386	347	.90-03	37	Westford, .	280	222	.79-29
12	Hopkinton, .	796	716	.90-01	38	Melrose, . .	475	375	.79-05
13	Bedford, . .	154	138	.89-94	39	N. Reading,	229	180	.78-82
14	Pepperell, .	310	275	.88-71	40	Cambridge, .	5,201	4,065	.78-17
15	Chelmsford,	418	370	.88-64	41	W. Camb'ge,	488	377	.77-36
16	Weston, . .	227	199	.87-67	42	Woburn, . .	1,339	1,033	.77-18
17	Lincoln, . .	134	117	.87-31	43	Watertown,	686	528	.77-04
18	Littleton, .	191	166	.87-17	44	Medford, .	1,018	773	.75-93
19	Belmont, . .	200	173	.86-50	45	Malden, . .	1,139	861	.75-59
20	S. Reading, .	592	510	.86-15	46	Townsend, .	373	281	.75-34
21	Lowell, . .	5,712	4,879	.85-42	47	Concord, . .	447	334	.74-83
22	Tewksbury,	232	198	.85-34	48	Newton, . .	1,587	1,171	.73-82
23	Wilmington,	162	138	.85-19	49	Burlington, .	105	76	.72-86
24	Groton, . .	575	488	.84-86	50	Marlboro', .	1,129	762	.67-54
25	Somerville, .	1,565	1,324	.84-60	51	Billerica, .	394	265	.67-26
26	Wayland, . .	241	202	.84-02	52	Stoneham, .	528	329	.62-31

WORCESTER COUNTY.

1	MENDON, .	268	278	1.03-92	14	Athol, . .	561	510	.90-91
2	Oakham, . .	172	178	1.03-78	15	Boylston, .	169	153	.90-83
3	Northboro', .	239	241	1.01-05	16	Phillipston, .	161	146	.90-68
4	Rutland, . .	217	217	1.00-23	17	N. Brookfield	523	474	.90-63
5	Hubbardston	353	353	1.00-00	18	Holden, . .	374	337	.90-11
6	Upton, . .	331	328	.99-09	19	Bolton, . .	275	241	.87-82
7	Dana, . .	197	187	.95-18	20	N. Braintree,	162	141	.87-35
8	Uxbridge, .	497	470	.94-57	21	Ashburnham	454	396	.87-33
9	Petersham, .	276	260	.94-38	22	Lunenburg,	222	193	.87-16
10	Berlin, . .	194	182	.94-07	23	Harvard, .	271	235	.86-72
11	Paxton, . .	131	122	.93-51	24	W. Brookfield	294	254	.86-56
12	Auburn, . .	178	162	.91-29	25	Templeton, .	501	433	.86-43
13	Westboro', .	535	488	.91-21	26	Gardner, . .	497	424	.85-41

SCHOOL RETURNS.

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WORCESTER COUNTY—CONTINUED.

TOWNS.				TOWNS.					
		No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.
27	Royalston, .	324	276	.85-34	43	Westminster,	406	315	.77-71
28	Fitchburg, .	1,306	1,113	.85-22	44	Sturbridge, .	438	339	.77-51
29	Princeton, .	265	225	.84-91	45	Sutton, . .	513	397	.77-49
30	Leominster,	685	576	.84-16	46	Douglas, .	500	374	.74-90
31	Warren, . .	342	287	.83-92	47	Shrewsbury,	320	238	.74-53
32	Southboro', .	327	273	.83-49	48	Northbridge,	547	404	.73-95
33	Charlton, .	399	332	.83-33	49	W. Boylston	554	397	.71-75
34	Winchendon	500	415	.83-00	50	Millbury, .	700	499	.71-29
35	Barre, . . .	529	433	.81-95	51	Oxford, . .	625	439	.70-32
36	Hardwick, .	324	265	.81-79	52	Dudley, . .	366	254	.69-40
37	Brookfield, .	408	333	.81-62	53	Milford, . .	1,977	1,362	.68-89
38	Leicester, .	522	423	.81-03	54	Blackstone, .	960	643	.67-03
39	Lancaster, .	380	306	.80-66	55	Clinton, . .	756	504	.66-67
40	Worcester, .	4,304	3,441	.79-95	56	Grafton, . .	875	581	.66-46
41	Sterling, .	355	281	.79-30	57	Webster, .	572	370	.64-77
42	Spencer, .	612	479	.78-27	58	Southbridge,	914	558	.61-11

HAMPSHIRE COUNTY.

1	AMHERST, .	540	597	1 10-65	13	Hadley, . .	355	274	.77-32
2	Greenwich, .	107	111	1.04-21	14	Granby, . .	152	112	.74-01
3	Cummington	190	177	.93-42	15	Middlefield,	152	111	.73-36
4	Plainfield, .	98	91	.92-86	16	Enfield, . .	219	160	.73-06
5	Hatfield, .	243	215	.88-48	17	Southampton	226	161	.71-46
6	Williamsb'g,	365	314	.86-16	18	Goshen, . .	82	58	.71-34
7	S. Hadley, .	421	359	.85-27	19	Ware, . . .	724	515	.71-13
8	Belchertown	545	442	.81-10	20	Pelham, . .	155	110	.70-97
9	Chesterfield,	174	137	.78-74	21	Northampton	1,333	882	.66-17
10	Huntington,	248	195	.78-63	22	Westhampt'n	119	78	.65-97
11	Prescott, . .	114	88	.77-63	23	Easthampton	380	218	.57-50
12	Worthington	254	196	.77-36					

HAMPDEN COUNTY.

1	SOUTHWICK, .	210	207	.98-57	6	Tolland, . .	115	89	.77-83
2	Wales, . . .	120	107	.89-17	7	Holyoke, .	860	666	.77-44
3	Ludlow, . . .	254	221	.87-01	8	Holland, .	94	72	.77-13
4	Monson, . . .	464	400	.86-21	9	Brimfield, .	266	205	.77-07
5	Chicopee, .	1,249	1,004	.80-38	10	Springfield, .	2,688	1,951	.72-58

HAMPDEN COUNTY—CONTINUED.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
11	Chester, . .	274	195	.71-17	17	Agawam, . .	294	201	.68-37
12	Blandford, . .	256	182	.71-09	18	Montgomery, . .	85	57	.67-65
13	Westfield, . .	926	643	.69-49	19	Longmeadow	263	165	.62-93
14	W. Springfield	395	273	.69-11	20	Wilbraham, . .	419	261	.62-41
15	Russell, . .	139	95	.68-71	21	Granville, . .	278	163	.58-63
16	Palmer, . .	849	582	.68-55					

FRANKLIN COUNTY.

1	MONROE, . .	42	50	1.20-24	14	Heath, . .	141	113	.80-14
2	Warwick, . .	203	195	.96-06	15	Ashfield, . .	275	218	.79-45
3	Coleraine, . .	360	337	.93-61	16	Erving, . .	123	97	.78-86
4	Orange, . .	333	311	.93-54	17	Shutesbury, . .	170	131	.77-35
5	Gill, . . .	144	131	.91-32	18	Hawley, . .	123	95	.77-24
6	Wendell, . .	131	118	.90-08	19	Deerfield, . .	651	498	.76-57
7	New Salem, . .	250	224	.89-80	20	Leyden, . .	160	117	.73-13
8	Northfield, . .	354	307	.86-86	21	Shelburne, . .	272	197	.72-43
9	Montague, . .	362	302	.83-56	22	Buckland, . .	424	306	.72-29
10	Sunderland, . .	205	169	.82-44	23	Greenfield, . .	619	445	.71-89
11	Bernardston, . .	176	144	.82-10	24	Charlemont, . .	242	166	.68-60
12	Leverett, . .	216	174	.80-79	25	Conway, . .	377	251	.66-71
13	Whately, . .	178	143	.80-34	26	Rowe, . .	165	106	.64-55

BERKSHIRE COUNTY.

1	PERU, . .	94	77	.81-91	17	N. Marlboro', . .	382	240	.62-83
2	Otis, . . .	180	145	.80-56	18	Dalton, . .	242	148	.61-36
3	Florida, . .	136	107	.79-04	19	Lee, . . .	875	532	.60-80
4	Windsor, . .	186	141	.76-08	20	Savoy, . . .	207	124	.59-90
5	Richmond, . .	186	138	.74-19	21	Adams, . . .	1,360	807	.59-38
6	Egremont, . .	186	134	.72-04	22	Stockbridge, . .	390	231	.59-36
7	W. Stockb'ge	355	251	.70-85	23	Alford, . . .	132	78	.59-09
8	Hinsdale, . .	270	188	.69-81	24	Cheshire, . .	346	203	.58-82
9	Monterey, . .	160	111	.69-69	25	N. Ashford, . .	44	25	.57-95
10	Hancock, . .	175	121	.69-14	26	Lanesboro', . .	282	162	.57-45
11	Tyringham, . .	156	105	.67-63	27	Williamst'n, . .	552	308	.55-80
12	Gt. Barringt'n	659	444	.67-45	28	Clarksburg, . .	89	49	.55-06
13	Becket, . .	350	231	.66-00	29	Sheffield, . .	612	331	.54-08
14	Washington, . .	225	148	.66-00	30	Mt. Wash'gton	83	41	.49-40
15	Sandisfield, . .	309	203	.65-86	31	Lenox, . . .	431	200	.46-52
16	Pittsfield, . .	1,588	1,015	.63-92					

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NORFOLK COUNTY.

TOWNS.				TOWNS.					
	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		
1	BELLINGH'AM	278	262	.94-42	13	Foxborough,	474	377	.79-64
2	W. Roxbury,	971	908	.93-51	14	Quincy, . .	1,420	1,129	.79-54
3	Walpole, .	330	294	.89-24	15	Dorchester, .	1,944	1,528	.78-63
4	Medway, .	569	507	.89-10	16	Braintree, .	720	565	.78-47
5	Medfield, .	165	139	.84-54	17	Stoughton, .	1,014	788	.77-71
6	Weymouth, .	1,515	1,272	.83-96	18	Needham, .	538	407	.75-74
7	Brookline, .	836	698	.83-55	19	Roxbury, .	5,349	3,928	.73-43
8	Franklin, .	435	355	.81-61	20	Canton, . .	687	503	.73-22
9	Randolph, .	1,280	1,043	.81-48	21	Dover, . .	157	114	.72-61
10	Cohasset, .	379	307	.81-13	22	Sharon, . .	262	185	.70-80
11	Wrentham, .	664	533	.80-35	23	Milton, . .	570	371	.65-09
12	Dedham, .	1,149	920	.80-11					

BRISTOL COUNTY.

1	RAYNHAM, .	289	260	.90-14	11	Attleboro', .	1,158	889	.76-77
2	Fairhaven, .	563	506	.89-96	12	Taunton, .	3,000	2,284	.76-15
3	Rehoboth, .	408	365	.89-58	13	Acushnet, .	312	227	.72-92
4	Easton, .	623	556	.89-25	14	Berkley, .	207	146	.70-87
5	N. Bedford, .	3,735	3,162	.84-66	15	Freetown, .	342	241	.70-47
6	Seekonk, .	453	367	.81-02	16	Westport, .	600	420	.70-00
7	Mansfield, .	421	340	.80-88	17	Dartmouth, .	769	493	.64-11
8	Swansey, .	266	215	.80-83	18	Fall River, .	3,091	1,810	.58-56
9	Norton, . .	397	320	.80-60	19	Somerset, .	371	215	.57-95
10	Dighton, . .	350	274	.78-29	20	Pawtucket, .	852	489	.57-45

PLYMOUTH COUNTY.

1	HANSON, .	242	220	.90-91	14	Abington, .	1,755	1,371	.78-15
2	Kingston, .	294	255	.86-90	15	Marshfield, .	398	305	.76-63
3	Lakeville, .	205	178	.86-83	16	Middleboro', .	920	700	.76-09
4	E. Bridgew'r,	633	545	.86-10	17	Plympton, .	222	168	.75-90
5	Marion, . .	193	163	.84-72	18	Pembroke, .	275	207	.75-27
6	Duxbury, .	467	393	.84-26	19	W. Bridgew'r,	375	282	.75-20
7	Plymouth, .	1,303	1,090	.83-65	20	Hanover, .	306	224	.73-20
8	Rochester, .	230	190	.82-83	21	Wareham, .	727	525	.72-28
9	Carver, . .	208	170	.81-97	22	Hingham, .	752	524	.69-68
10	Scituate, .	433	352	.81-29	23	N. Bridgew'r,	1,271	868	.68-29
11	Bridgewater, .	650	527	.81-08	24	Mattapoisett, .	280	178	.63-75
12	S. Scituate, .	354	284	.80-37	25	Hull, . . .	46	25	.54-35
13	Halifax, . .	152	121	.79-61					

BARNSTABLE COUNTY.

TOWNS.					TOWNS.				
		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	FALMOUTH,	463	411	.88-88	8	Chatham, .	624	493	.79-09
2	Orleans, . .	318	308	.88-51	9	Brewster, .	290	226	.77-93
3	Truro, . .	381	331	.86-88	10	Dennis, . .	818	583	.71-27
4	Eastham, .	145	121	.83-45	11	Harwich, .	837	589	.70-43
5	Provincet'n,	660	536	.81-21	12	Wellfleet, .	543	374	.68-97
6	Barnstable, .	1,023	815	.79-72	13	Sandwich, .	970	653	.67-32
7	Yarmouth, .	532	421	.79-23	14	Marshpee, .	64	38	.59-38

DUKES COUNTY.

1	TISBURY, .	407	372	.91-52	3	Chilmark, .	143	103	.72-03
2	Edgartown, .	372	313	.84-14					

NANTUCKET COUNTY.

NANTUCKET,	1,031	899	.87-25
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SCHOOL RETURNS.

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T A B L E, in which all the Counties are numerically arranged, according to the AVERAGE ATTENDANCE of their Children upon the Public Schools, for the year 1861-2.

For 1860-61.	For 1861-2.	C O U N T I E S.	Ratio of attend., &c.
5	1	NANTUCKET, . . . . .	.87-24
1	2	Dukes, . . . . .	.85-52
3	3	Middlesex, . . . . .	.81-54
6	4	Worcester, . . . . .	.80-09
4	5	Franklin, . . . . .	.79-93
2	6	Norfolk, . . . . .	.78-96
11	7	Hampshire, . . . . .	.77-92
7	8	Plymouth, . . . . .	.77-77
10	9	Suffolk, . . . . .	.76-77
9	10	Barnstable, . . . . .	.76-67
12	11	Bristol, . . . . .	.74-60
8	12	Hampden, . . . . .	.73-75
13	13	Essex, . . . . .	.68-46
14	14	Berkshire, . . . . .	.62-67

MEAN AVERAGE ATTENDANCE FOR THE STATE.

Number of children between 5 and 15 years of age in the State, .	234,252
Mean average attendance,	178,892
Ratio of attendance to the whole number of children between 5 and 15, expressed in decimals,76

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